DOCUMENT RESUME

ED 083 876 FL 004 675

TITLE	Book of Educational Prescriptions for English as a Second Language.
INSTITUTION	Orange County Board of Education, Santa Ana, Calif.
PUB DATE	Jan 73
NOTE	187p.
EDRS PRICE	MF-$0.65 HC-$6.58
DESCRIPTORS	*English (Second Language); Grammar; *Instructional Materials; Interval Pacing; *Kindergarten; Language Instruction; Lesson Plans; *Manuals; Pictorial Stimuli; *Primary Grades; Sentence Structure; Teacher Aides; Time Factors (Learning); Vocabulary; Worksheets

ABSTRACT

This manual is designed for instruction in English as a second language on the kindergarten and primary levels. The text includes a profile sheet for each student which provides for teacher identification of student academic needs and contains coordinated code numbers which indicate the prescribed instructional materials. These materials include worksheets with pictorial aids for motor skill development, vocabulary development, sentence structure and language usage, and questions for conducting the lesson. The coded sheets also indicate group size, lesson duration, picture interval pacing, and success criteria. (DD)

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ED 083876

BOOK OF EDUCATIONAL PRESCRIPTIONS FOR ENGLISH AS A SECOND LANGUAGE

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Publication Date: JANUARY, 1973

PREFACE

The Orange County Association-English as a Second Language/Bilingual Education is composed of teachers, administrators, and aides who spend the greater part of their time working with persons who need to learn English as a second language.

This group of educators meets, discusses common needs and problems and ways of reaching solutions. One area of concern was the development of materials which would help the teacher individualize instruction. These educators had written behavioral objectives and criterion reference tests to determine the success of the objectives. Now, they felt the next logical step was diagnosis and prescription. This book was designed to help a teacher individualize instruction through diagnosis and prescription.

A committee was appointed to compile such a list of suggestions. It is our hope that teachers will read the document, use it, react to it, and offer suggestions for its improvement. If your evaluation indicates that this material is needed and useful it will be printed on a larger scale.

Publication Committee of OCA-ESL/BE

Julie Alexander, Santa Ana Unified School District
Margaret F. Bass, Santa Ana Unified School District
Mary Frances Eves, Buena Park School District
Jeanne M. Fody, Buena Park School District
M. Evalyn MacAdam, Centralia School District
Walter L. MacAdam, Centralia School District
Marguerite Pinson, Orange County Department of Education
George Rojas, Tustin School District
Marguerite Sharpe, Santa Ana Unified School District

INTRODUCTION

We are indebted to the Buena Park School District for the format of our Prescription Book. Two years ago, Buena Park, recognizing that a commitment to individualized instruction could not work without adequate and easily available materials, started developing a Book of Educational Prescriptions in Reading, Math, and Language. Last year an ESL section was added so that classroom teachers would have appropriate materials to use with non-English speaking children. All the ESL prescriptions are written so that student or adult aides may use them. Some kindergarten and primary teachers have found the lessons useful for underlanguaged children whether or not they had a second language problem. At this point, the Buena Park ESL Prescription Book was retitled Early Language Development Prescription Book.

Before using the Prescription Book, the teacher should fill out a profile sheet (see following pages) for each student. A child with no English, would have all-inclusive needs; therefore the teacher must decide priorities and should check only immediate needs. The profile thus provides the basis for planning sequence. As the student progresses, the teacher will wish to reobserve, (using the second and third observation columns) and pull new material suitable to the child's new needs.

Having made the observation on the profile sheet, the teacher looks for the code number to the left of the indicated need. Prescriptions are filed numerically according to this number. As this book is in its initial development, not all categories are covered. Since it is planned as a flexible and on-going instrument, materials can be added or deleted at any time. OCA-ESL/BE would welcome your contributions to be included in yearly supplements.

The Prescription Book was coded primarily in terms of vocabulary. Suggested sentence structures are included in each prescription. However, the teacher who wishes to use a particular sentence structure can easily change the instructions to fit the need. For instance, any verb tense can be substituted for any other tense; adjectives and adverbs can be added to kernel sentences; subjects can be made singular or plural; statements can be changed to questions or put into negative form.

Many of the prescriptions include a note that the worksheet should be saved for the student's personal picture file. The pictures would be more durable if mounted and most useful for games if the size and color or mounting paper are consistent. A heavy envelope or folder will help protect the pictures. Besides activities suggested in this book, the file is instantly available for vocabulary review.

EVALUATION

BOOK OF EDUCATIONAL PRESCRIPTION FOR ESL

Please fill in the questionnaire below and return to: Mrs. Marguerite Pinson, Orange County Department of Education, 1250 South Grand Avenue, Santa Ana, CA 92705

1. DISTRICT _____

2. ADMINISTRATOR _____ TEACHER _____

   ESL TEACHER SPECIALIST _____ ESL AIDE _____

3. The Book of Educational Prescriptions for ESL has been reviewed and/or used in our district by:

   _____ CLASSROOM TEACHER _____ ESL AIDE

   _____ ESL TEACHER _____

4. The Prescription Book has been used by:

   _____ ESL TEACHER

   _____ DUPLICATED FOR SEVERAL TEACHERS

   _____ CHECKED OUT FOR REVIEW

   How else was it useful? _____

   _____

5. The Prescriptions provided material for our district in the following areas:

   INDIVIDUALIZED INSTRUCTION _____

   SMALL GROUP INSTRUCTION _____ OTHER _____

   INSTRUCTIONAL ESL LESSONS FOR USE OF TEACHER AND/OR AIDE _____

6. Our district would use the Prescription Book in:

   _____ ONE SCHOOL _____ SEVERAL SCHOOLS

   _____ AS RESOURCE MATERIAL BY ESL TEACHER(S) AND AIDES

7. These materials would be improved in the following ways:

   _____

   _____

   _____

   _____

EARLY LANGUAGE DEVELOPMENT PROFILE OF * _____
(Student) (Date)

Observed Behavior and Educational Need (Items checked indicate need for training)

Observations		
1	2	3

1. Greetings

2. Survival and Emergency
   - 2.1 Physical needs
   - 2.2 Material needs
   - 2.3 Procedures and Directions
   - 2.4 Affirmation/Negation

3. Colors

4. Numbers
   - 4.1 0 to 10
   - 4.2 10 to 20
   - 4.3 20 to 100

5. Shapes (Geometry)

6. People
   - 6.1 Family
   - 6.2 Body Parts
   - 6.3 Occupations
   - 6.4 Plurals
   - 6.5 Personal Pronouns
     - 6.5.1 Subject Pronouns
     - 6.5.2 Possessive Pronouns
     - 6.5.3 Object Pronouns

7. Toys

8. Animals
   - 8.1 Pets
   - 8.2 Wild
   - 8.3 Farm
   - 8.4 Circus
   - 8.5 Zoo
   - 8.6 Marine Life

9. Food
   - 9.1 Names
     - 9.1.1 Plurals
   - 9.2 Classifications - fruit and vegetables
   - 9.3 Meals

10. Clothing

11. Weather

* These pages are not to be placed in the students' Cumulative Record File.

EARLY LANGUAGE DEVELOPMENT PROFILE OF * _____

(Student) (Date)

Observed Behavior and Educational Need (Items checked indicate need for training)

Observations			
1	2	3	
			12. Time
			12.1 Calendar
			12.1.1 Days of Week
			12.1.2 Months
			12.1.3 Seasons
			12.1.4 Holidays
			12.2 Clock
			12.3 Time to (action)
			13. School
			13.1 Classroom
			13.2 Playground
			14. House
			14.1 Outside
			14.2 Rooms
			14.3 Furniture
			14.4 Eating Objects
			14.5 Cooking Objects
			15. Describing Things
			15.1 Size
			15.2 Appearance
			15.3 Comparing
			16. Transportation
			17. Feelings
			18. Location
			19. Action
			19.1 Present Progressive
			19.2 Habitual Present
			19.3 Past
			19.3.1 Irregular Forms
			19.4 Future
			20. Senses
			21. Stories and Rhymes
			21.1 Nursery Rhymes
			21.2 Old Tales
			21.3 Puppets and finger plays
			22. Language Games and Activities
			23. Pronunciation

* These pages are not to be placed in the students' Cumulative Record File.

CODE 2 4 ☐ ☐ ☐ ☐ (WS 1,2)

STUDENT NEED:
(What can't he do?)

Needs practice in usage of right and wrong.

PRESCRIPTION:

Color and cut out the body of the tiger and the various heads. Cut the slit where the tiger's head should attach. Tabs for the heads may be strengthened by using tongue depressors. The body should also be reinforced.

Suggested structure:

The teacher inserts one of the wrong heads and asks:
"Is this the right head?"
The student replies "No, that's the wrong head." or
"No, that's not the right head."

Play continues until the right head is found and students respond,
"Yes, that's the right head."

EQUIPMENT REQUIRED:

Work Sheets 1, 2

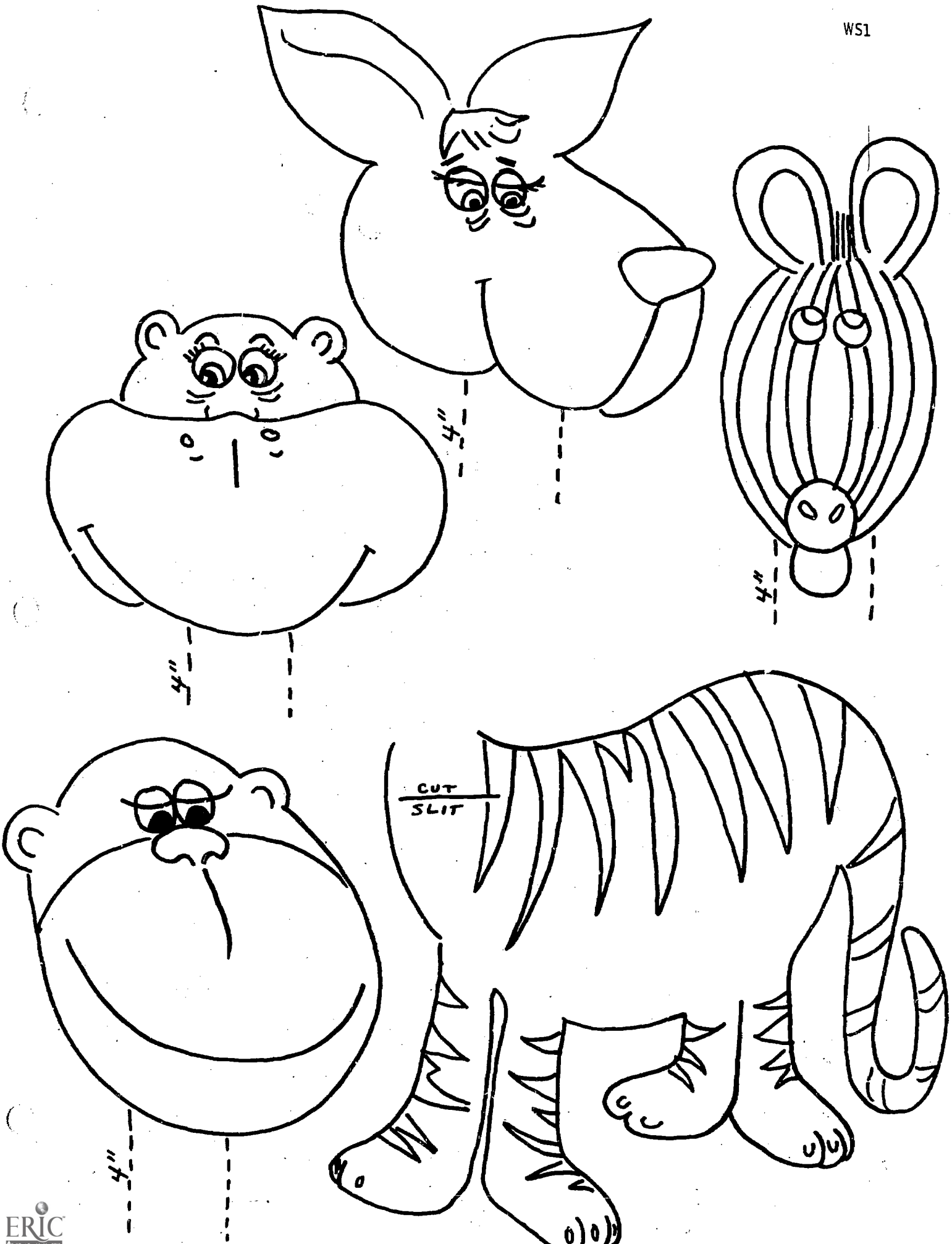
ACTIVITY TYPE: Individual x For 2 ___ For small group x For large group ___

TIME RANGE: 10 to 20 minutes

OPTIMUM EXPOSURE: 1 or 2 x 3 to 5 ___ Several spaced practices x

SUCCESS CRITERIA:

Student can use right and wrong correctly.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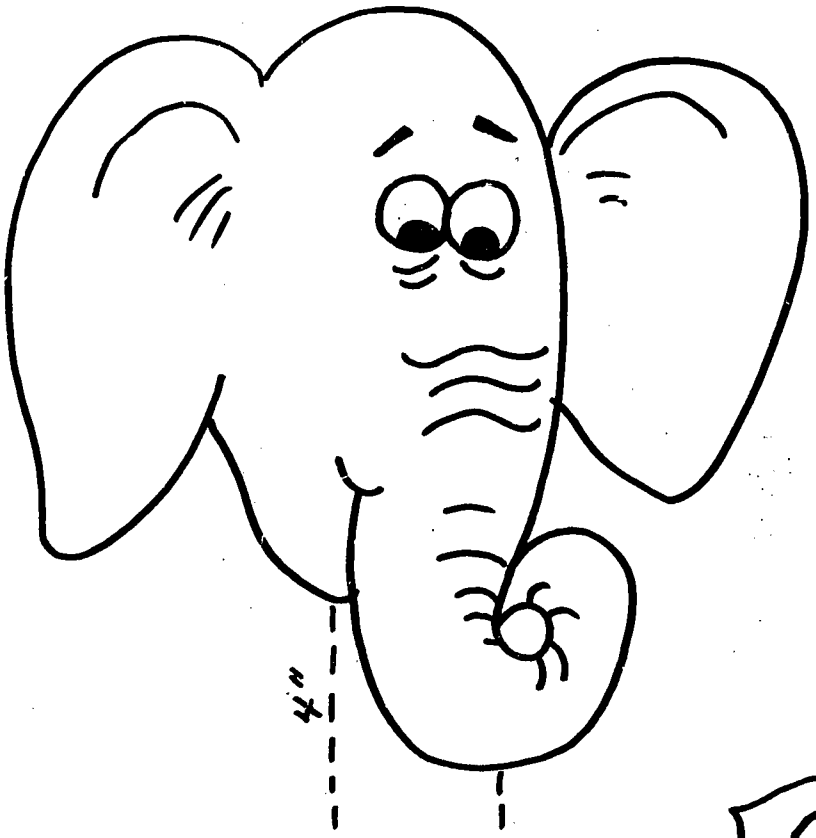
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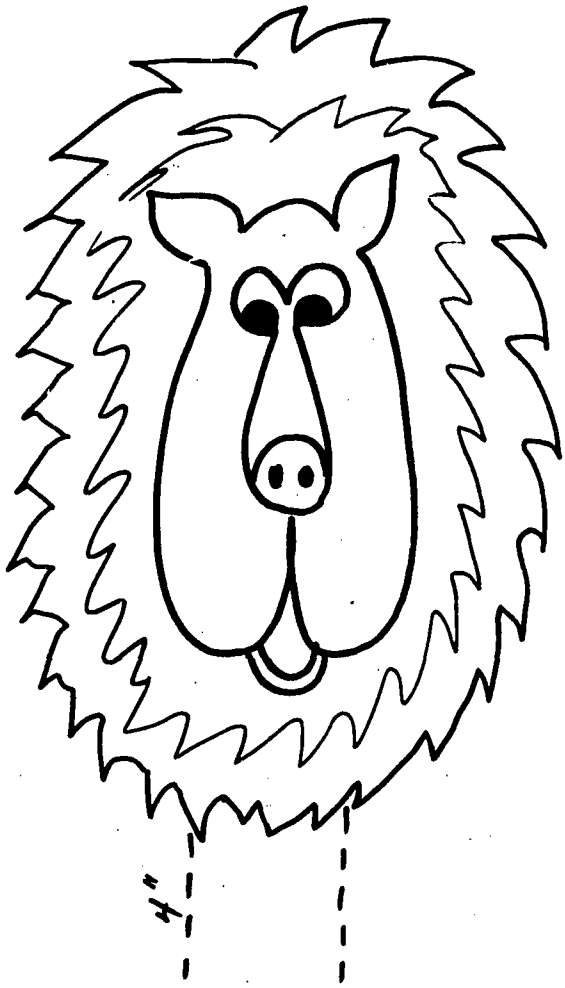
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CODE 2 4 ☐ ☐ ☐ ☐ (WS3)

STUDENT NEED:
(What can't he do?)

Needs to understand and use "You're right"
"You're wrong"

PRESCRIPTION:

Student works with student aide to review pictured vocabulary.

Suggested structure:

(1) Aide: (pointing to objects in turn) "This is a _____."

Student: "You're right (You're wrong)"
Aide: "You're right (You're wrong)"

(2) Aide: "We eat the _____."
Student: "You're right (You're wrong)."

Pictures may be colored and cut apart for student's personal picture file.

EQUIPMENT REQUIRED:

Work Sheet 3

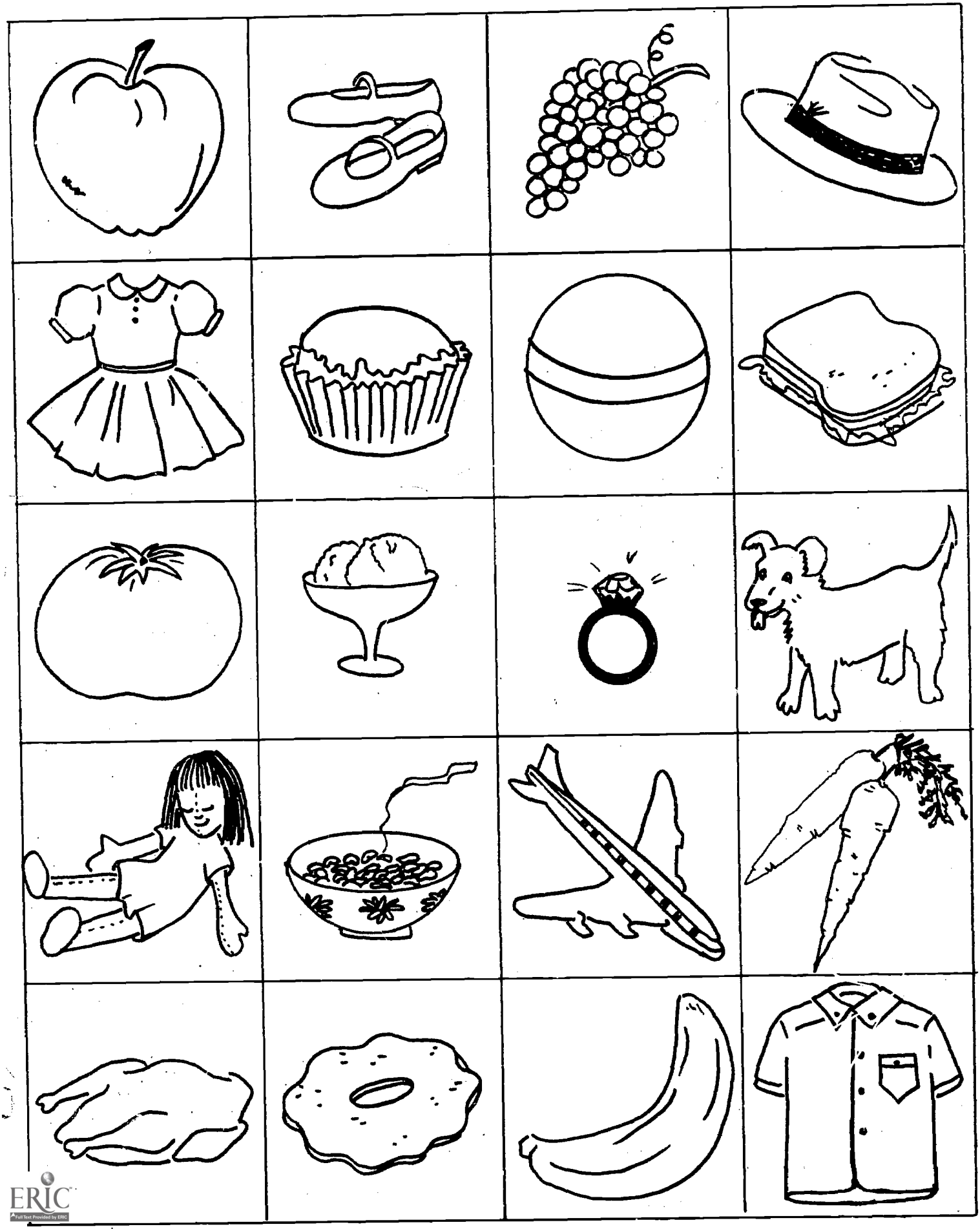
ACTIVITY TYPE: Individual ___x___ For 2 ___x___ For small group ___x___ For large group _____

TIME RANGE: 10 to 20 minutes

OPTIMUM EXPOSURE: 1 or 2 ___x___ 3 to 5 _____ Several spaced practices ___x___

SUCCESS CRITERIA:

Student can make judgement and use appropriate response.



CODE 3 ☐☐☐☐☐ (WS4)

STUDENT NEED:
(What can't he do?)

Needs practice with color words.

PRESCRIPTION:

Student colors picture using a different color for each balloon. He uses this picture as a basis for discussion.

Suggested structure:

Aide: What color is this balloon?

Student: It's _____.

EQUIPMENT REQUIRED:

Work Sheet 4, crayons

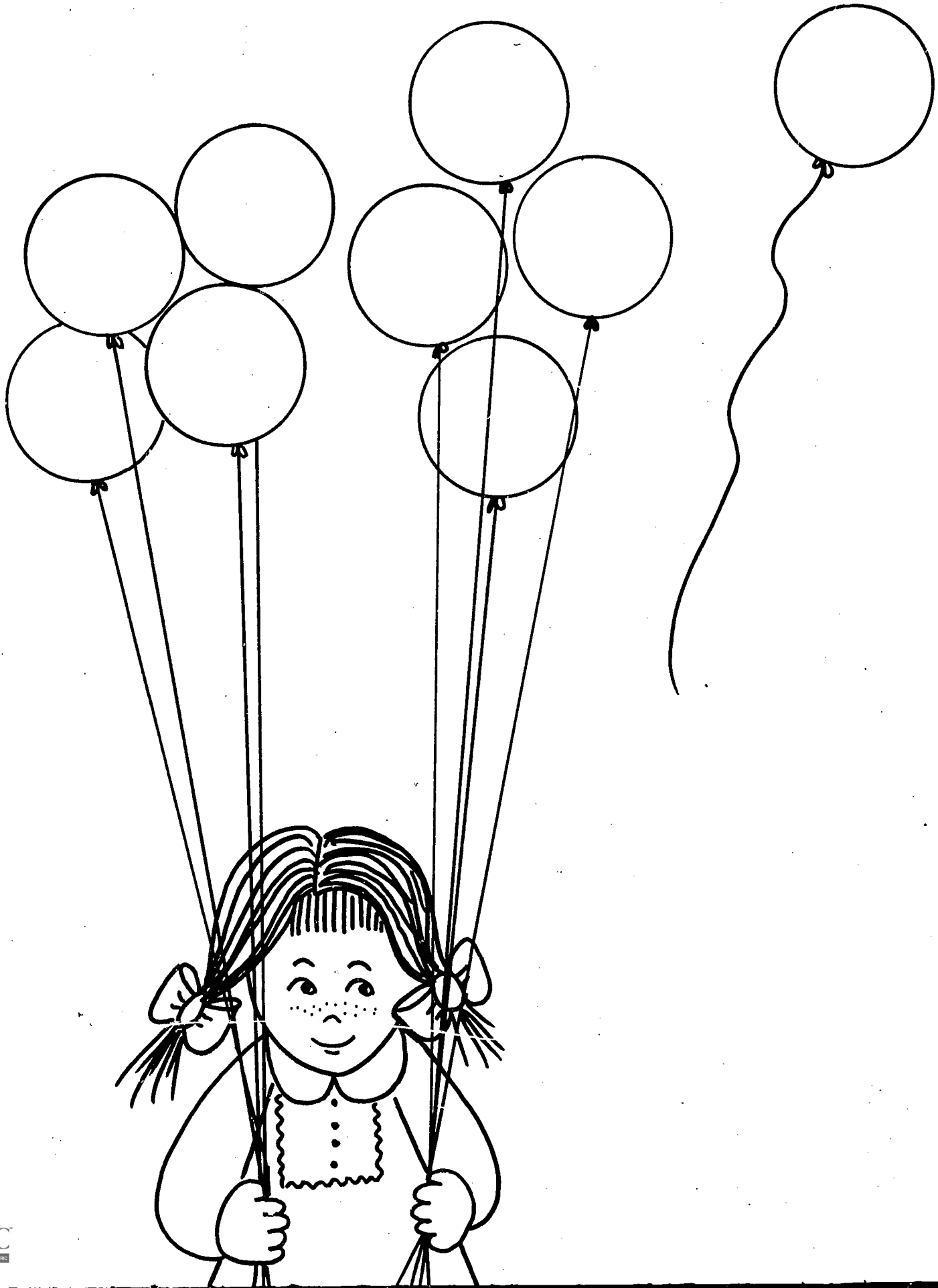
ACTIVITY TYPE: Individual x For 2 x For small group x For large group _____

TIME RANGE: 10 to 20 minutes

OPTIMUM EXPOSURE: 1 or 2 x 3 to 5 _____ Several spaced practices _____

SUCCESS CRITERIA:

Student can identify colors correctly.



CODE 3 ☐☐☐☐☐

STUDENT NEED:
(What can't he do?)

Needs color vocabulary.

Needs to learn correct placement in sentence for color words.

PRESCRIPTION:

Student works with student aide to learn color names.

Using personal picture file, he practices naming colors of objects.

Suggested structure:

This is a (color)_____.

That is a (color)_____.

EQUIPMENT REQUIRED:

Picture file

ACTIVITY TYPE: Individual ___x___ For 2 ___x___ For small group ___x___ For large group _____

TIME RANGE: 10 to 20 minutes

OPTIMUM EXPOSURE: 1 or 2 ___x___ 3 to 5 _____ Several spaced practices ___x___

SUCCESS CRITERIA:

Student can name colors successfully and can place the color word correctly in a sentence.

CODE 3 ☐☐☐☐☐ (WS 5)

STUDENT NEED:
(What can't he do?)

Needs practice with color words.

PRESCRIPTION:

Child colors picture. The traffic light must be colored accurately.

Suggested structure:

Student aide helps him learn the following rhyme:

Red is stop.
Green is go.
We walk on green,
Don't you know?

EQUIPMENT REQUIRED:

Work Sheet 5, crayons

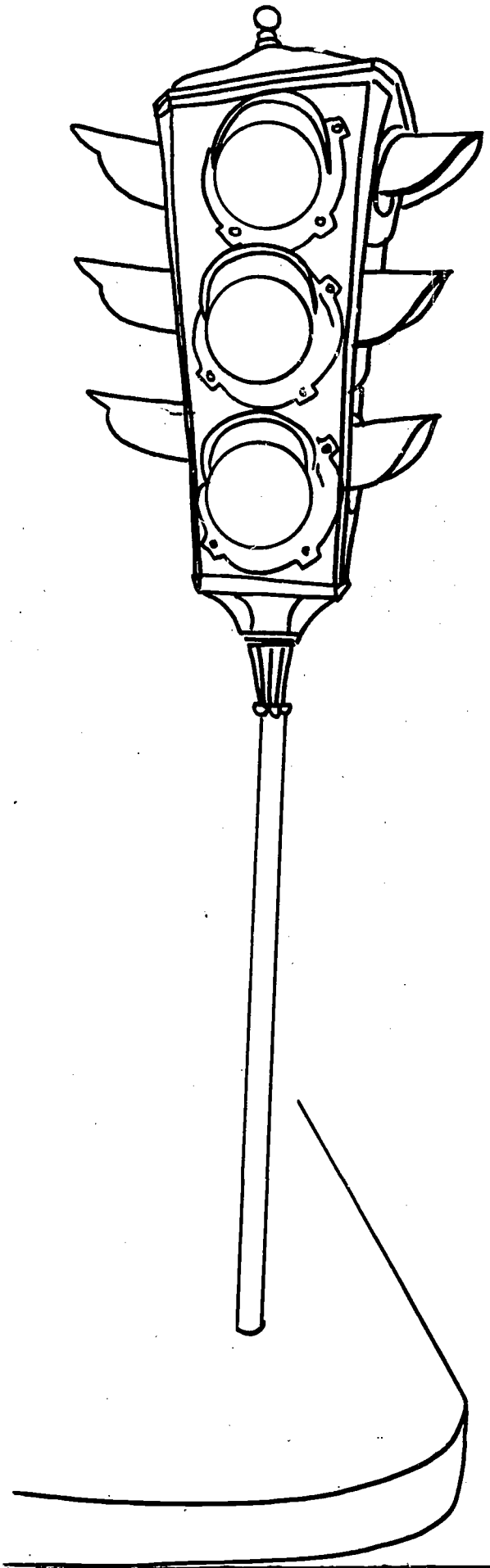
ACTIVITY TYPE: Individual x For 2 x For small group x For large group _____

TIME RANGE: 15 to 25 minutes

OPTIMUM EXPOSURE: 1 or 2 x 3 to 5 _____ Several spaced practices x

SUCCESS CRITERIA:

Student can recite rhyme, identifying colors in traffic light.



CODE 3□□□□□

STUDENT NEED:
(What can't he do?)

Needs practice in placing color word correctly in sentence.

PRESCRIPTION:

Student works with student aide, using personal picture file.

Suggested structure:

What do you see?

I see a (color)_____.

Student may keep all pictures he can successfully identify. If two or more E.S.L. children are playing, determine winner by counting pictures at end of game.

EQUIPMENT REQUIRED:

Picture file(s), one from each participating child.

ACTIVITY TYPE: Individual ___x___ For 2 ___x___ For small group ___x___ For large group _____

TIME RANGE: 10 to 20 minutes

OPTIMUM EXPOSURE: 1 or 2 ___x___ 3 to 5 ___x___ Several spaced practices ___x___

SUCCESS CRITERIA:

Children can handle known vocabulary in above new structure.

CODE 4 1 ☐ ☐ ☐ ☐ (WS 6)

STUDENT NEED:
(What can't he do?)

Needs vocabulary: two, three, four, five

PRESCRIPTION:

Student works with student aide to learn vocabulary.

Suggested structure: Aide: How many is this?

Student: These are_____.

Pictures may be colored and cut apart for picture file.

EQUIPMENT REQUIRED:

Work Sheet 6, crayons, scissors

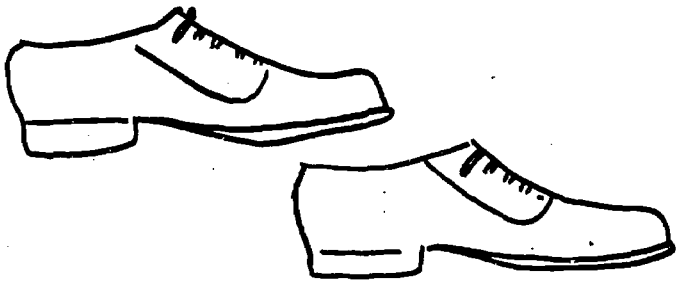
ACTIVITY TYPE: Individual x For 2 x For small group x For large group _____

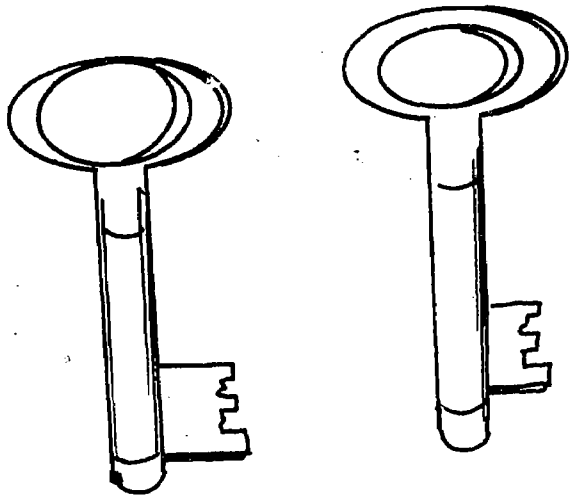
TIME RANGE: 10 to 20 minutes

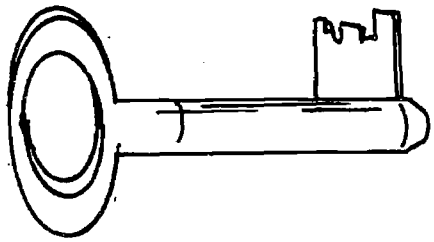
OPTIMUM EXPOSURE: 1 or 2 x 3 to 5 _____ Several spaced practices x

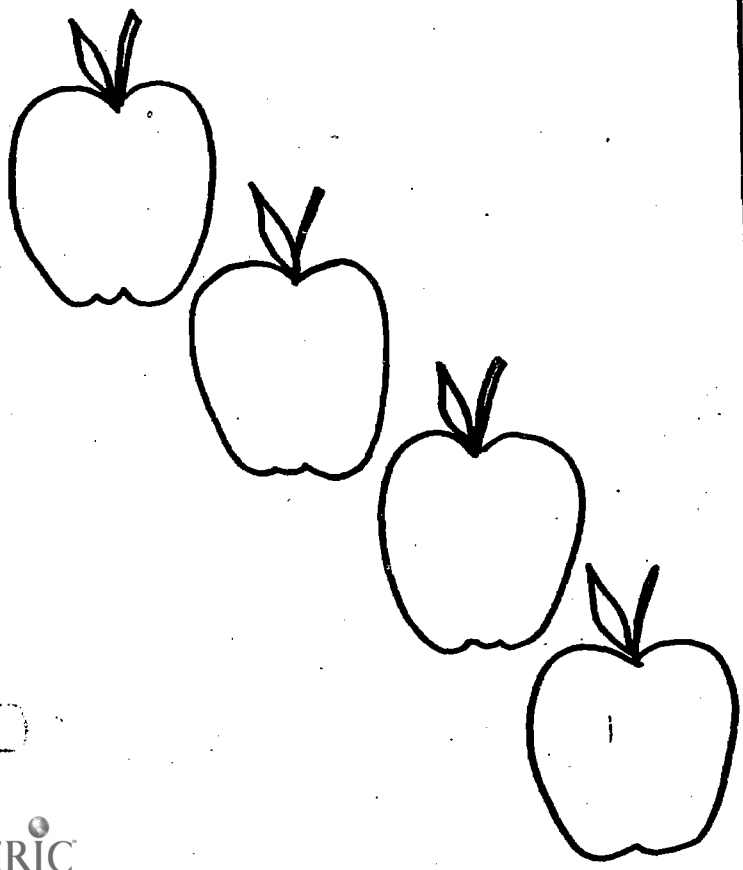
SUCCESS CRITERIA:

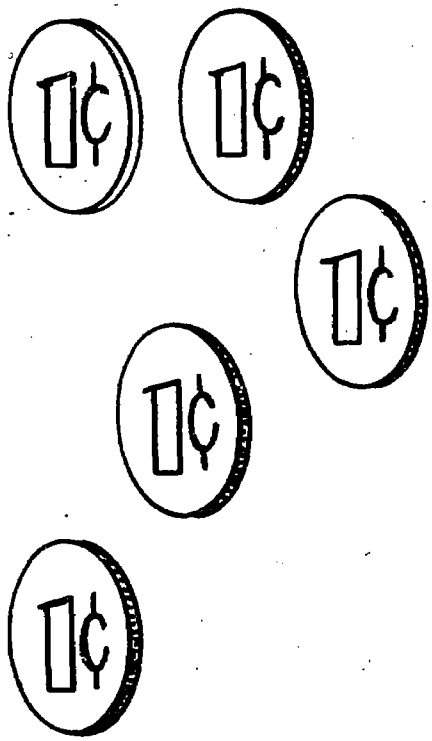
Student can tell how many from 1 to 5.











CODE [4][1][ ][ ][ ][ ] WS 90

STUDENT NEED:
(What can't he do?)

Needs vocabulary: six, seven, eight, nine, ten, pig(s), lamp(s), map(s), button(s), car(s).

PRESCRIPTION:

Student works with student aide to learn vocabulary.

Suggested structure:

(1) Aide: Count the_____.

Student counts to 10.

(2) Find the_____. Put an x on (number)_____.

EQUIPMENT REQUIRED:

Work Sheet 90, pencil or crayons

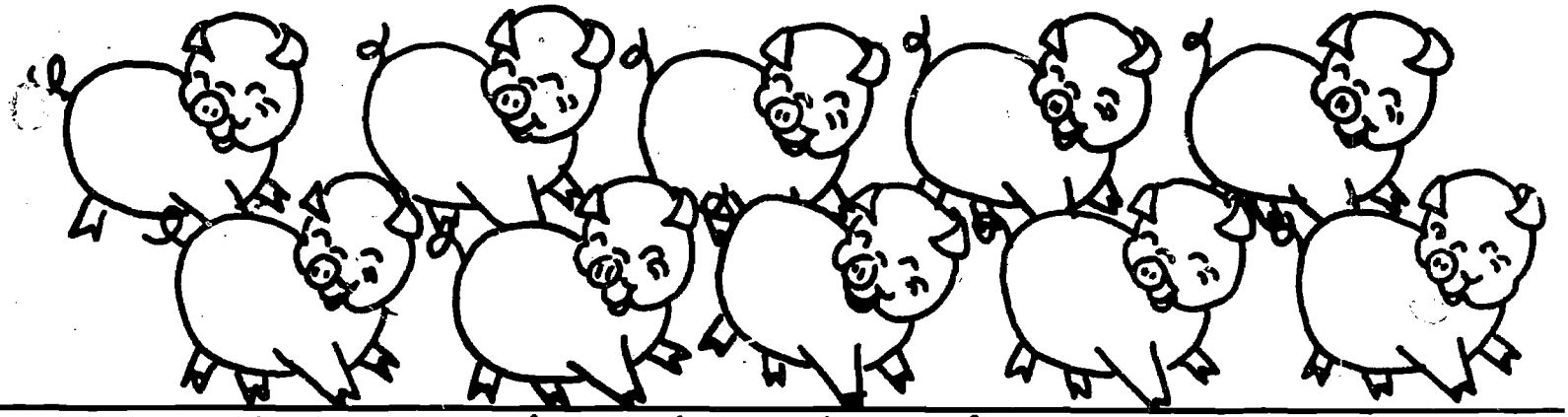
ACTIVITY TYPE: Individual __x__ For 2 ____ For small group __x__ For large group ____

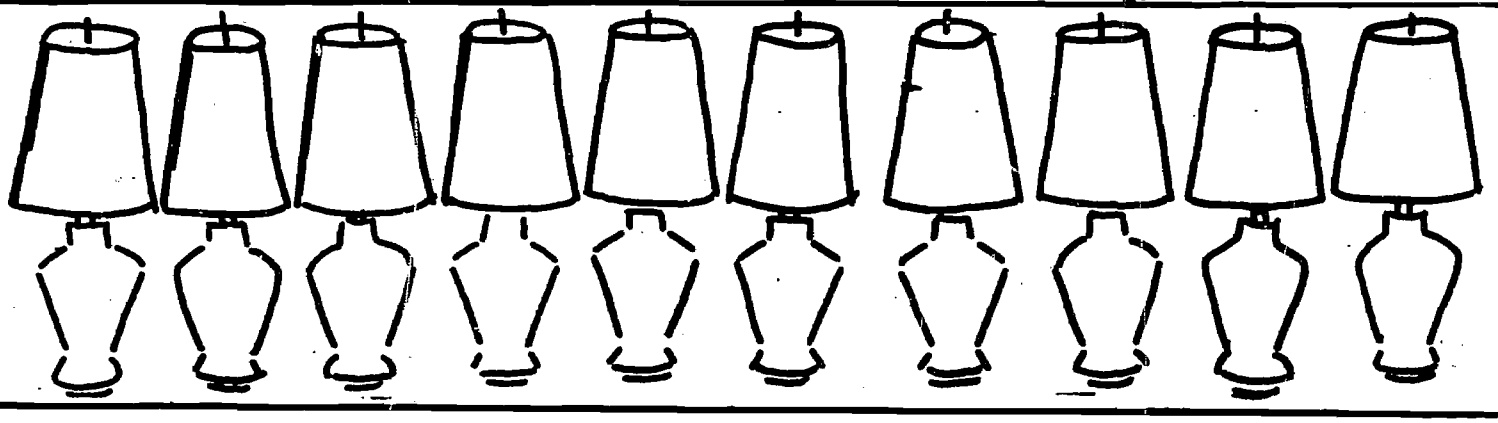
TIME RANGE: 10 to 20 minutes

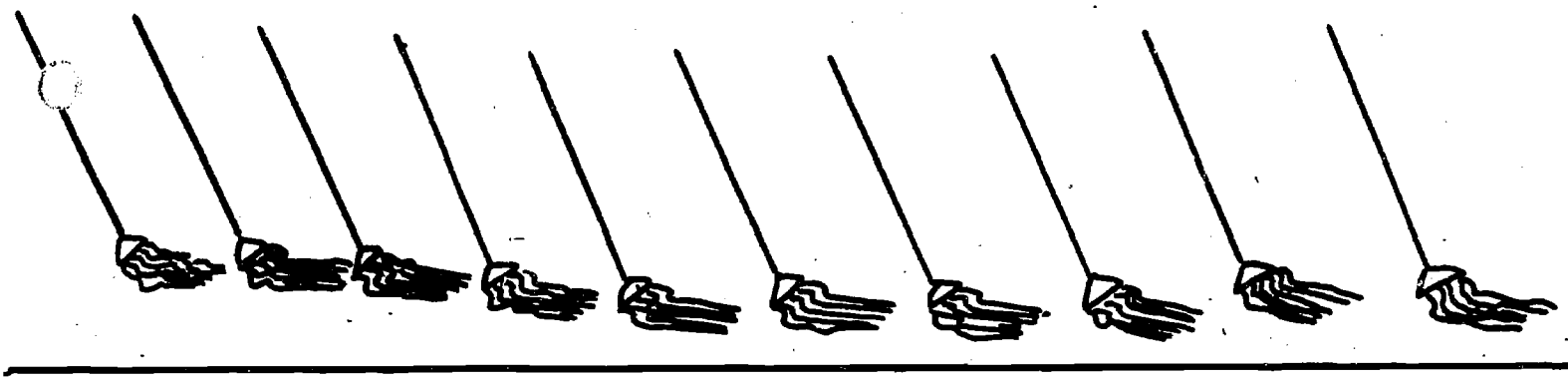
OPTIMUM EXPOSURE: 1 or 2 __x__ 3 to 5 ____ Several spaced practices __x__

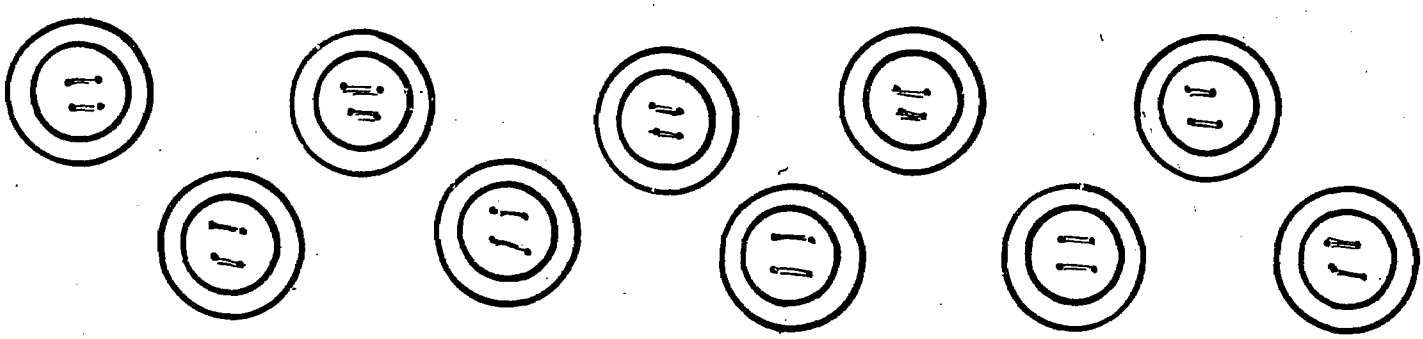
SUCCESS CRITERIA:

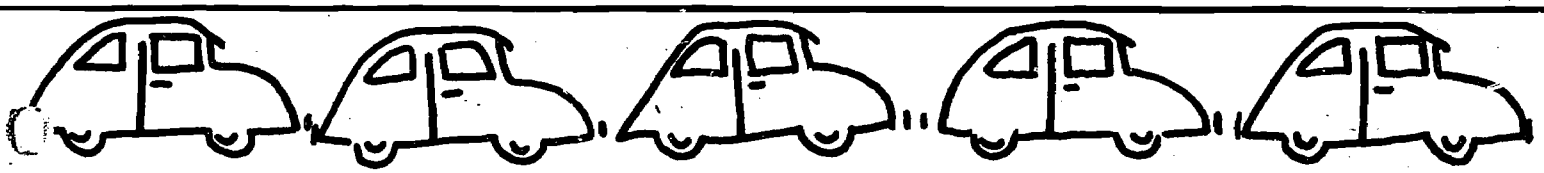
Student can count above items to 10.











CODE 5 ☐☐☐☐☐ (WS 7)

STUDENT NEED:
(What can't he do?)

Needs vocabulary: square, circle, triangle, rectangle; block, picture, house, TV, window, ball, clock, wheel, Christmas ball, drum, hangar, sailboat, piece of pie, triangle, tent, box, letter, book, piece of paper, door.

PRESCRIPTION

Student works with student aide to identify each object according to geometric shape. He colors and cuts pictures apart. (Mount and laminate to use as a permanent game.)

Suggested structure:

Aide: (as student picks up one picture) "What do you see?"
Student: "I see a circle (square, triangle, rectangle.)
It's a _____."

To use as a game for four players:

Each player chooses a shape. Cards are face down, spread out on table.
Player: (choosing a card) "I need a (shape).
This isn't a (shape) or
This is a (shape). It's a _____."

EQUIPMENT REQUIRED:

Work Sheet 7, crayons (optional), scissors, mounting board (optional)

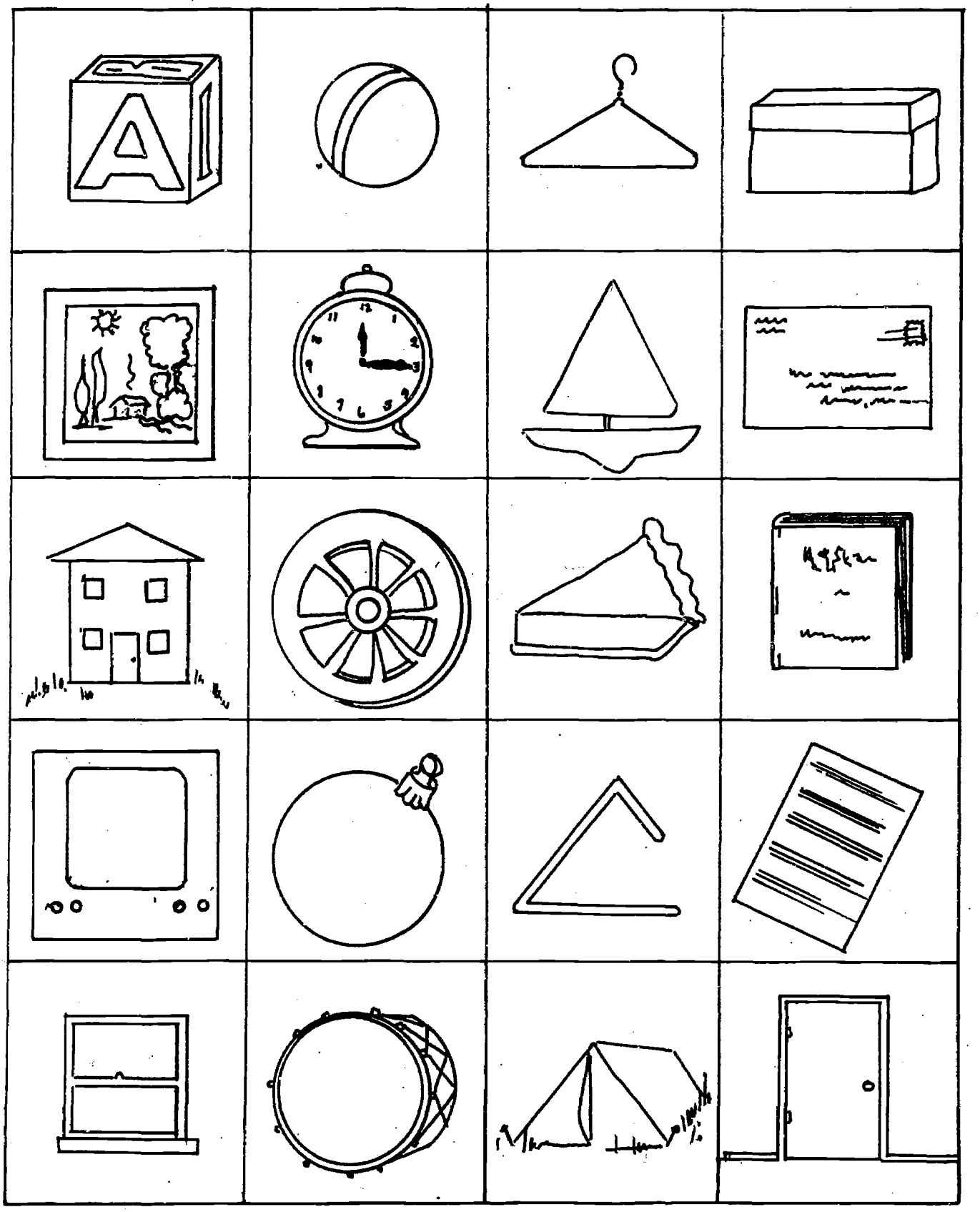
ACTIVITY TYPE: Individual x For 2 x For small group x For large group _____

TIME RANGE: 10 to 20 minutes

OPTIMUM EXPOSURE: 1 or 2 _____ 3 to 5 _____ Several spaced practices x

SUCCESS CRITERIA:

Student can name objects and identify shapes.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CODE 5 ☐☐☐☐☐ WS9

STUDENT NEED:
(What can't he do?)

Needs to practice counting to 4

Needs to practice identifying shapes: triangle, circle, square, rectangle, elipse.

PRESCRIPTION:

Student aide works with student to identify number and shape in each square.

Student draws from draw pile, identifies card: "I have (number) (shape)."

He covers square on his card if he can match it. Non-matching squares go in discard pile.

For primary children, a group of six or eight picture squares may be more suitable.

EQUIPMENT REQUIRED:

Bingo game made from Work Sheet 9 - two sheets for each child, one of which will be cut apart for draw cards.
Game is more attractive if draw cards are colored.

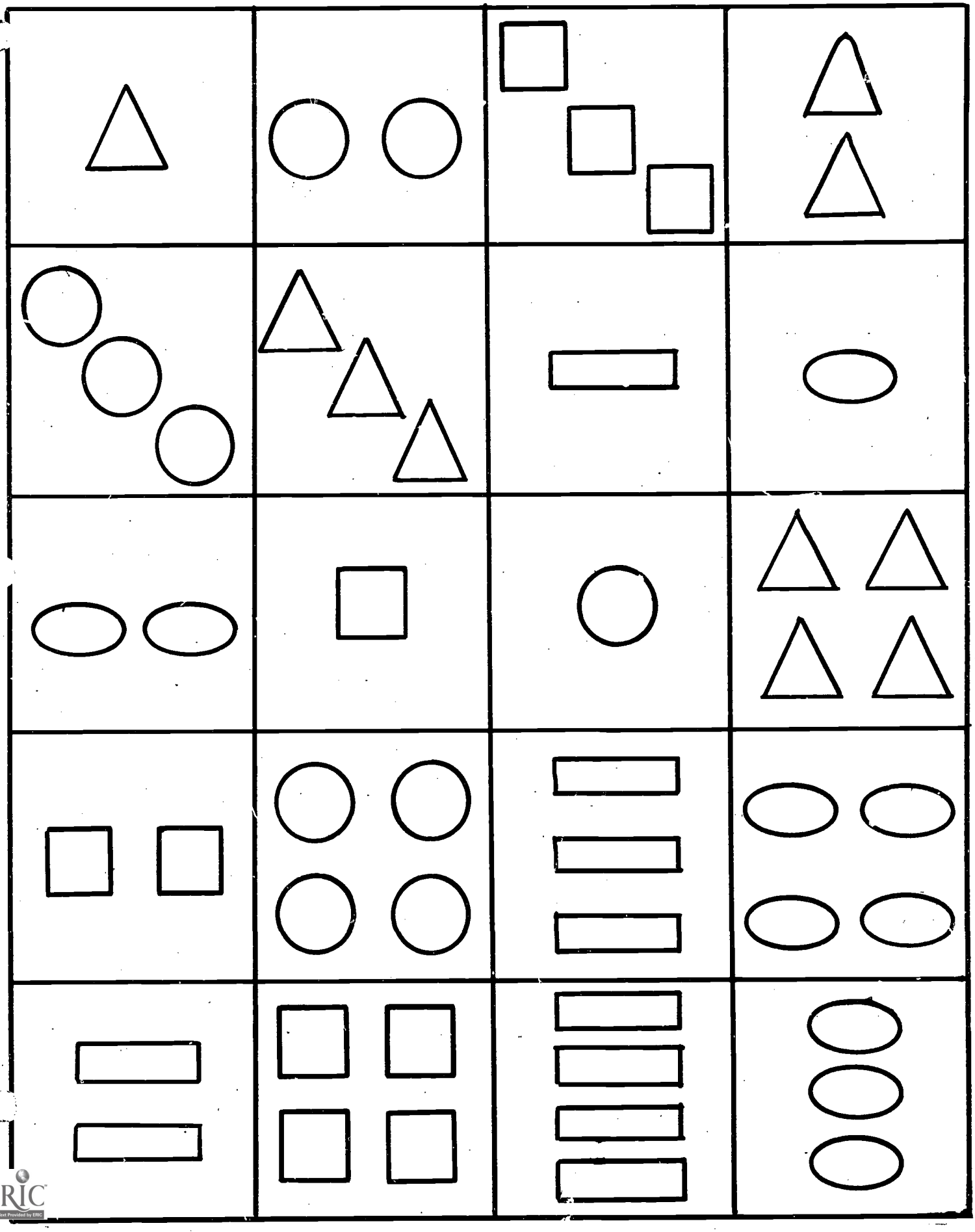
ACTIVITY TYPE: Individual x For 2 x For small group x For large group _____

TIME RANGE: 10 to 20 minutes

OPTIMUM EXPOSURE: 1 or 2 x 3 to 5 _____ Several spaced practices x

SUCCESS CRITERIA:

Student can identify above shapes in groups to four.



CODE 6 2 ☐ ☐ ☐ ☐ WS10, 11

STUDENT NEED:
(What can't he do?)

Needs vocabulary for parts of head: eye(s), nose, mouth, ear(s), hair

PRESCRIPTION:

Student works with student aide to learn vocabulary.

Suggested structure: This is my _____. Aide demonstrates, student imitates.
When vocabulary is learned, aide directs student to draw features as he names them.

Student may complete drawing, then discusses it in a check-up situation.

Suggested structure: Teacher: Show me (his) (her) _____.

Student: This is (his) (her) _____.

EQUIPMENT REQUIRED:
Work Sheet 10 or 11, crayons.

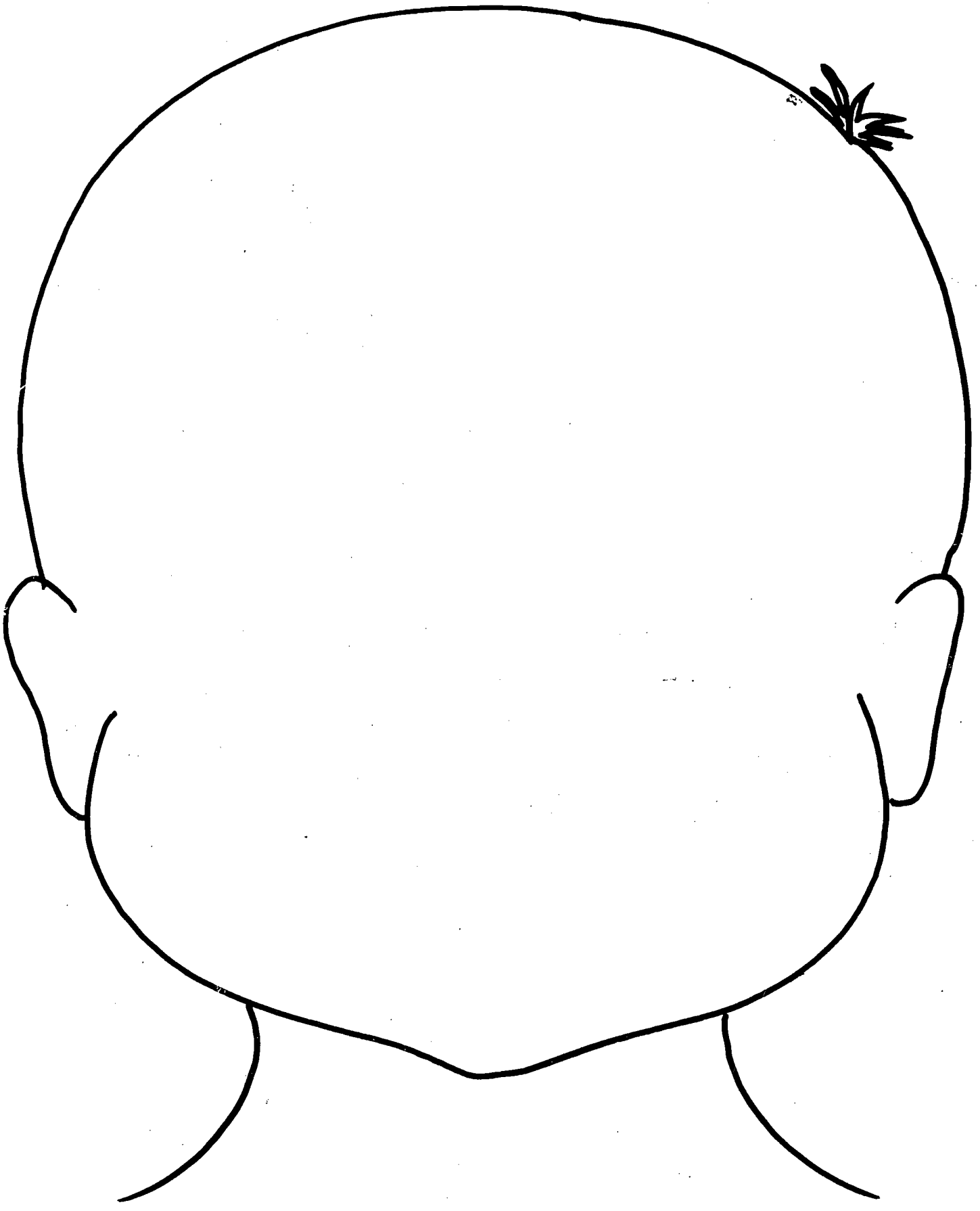
ACTIVITY TYPE: Individual x For 2 x For small group x For large group _____

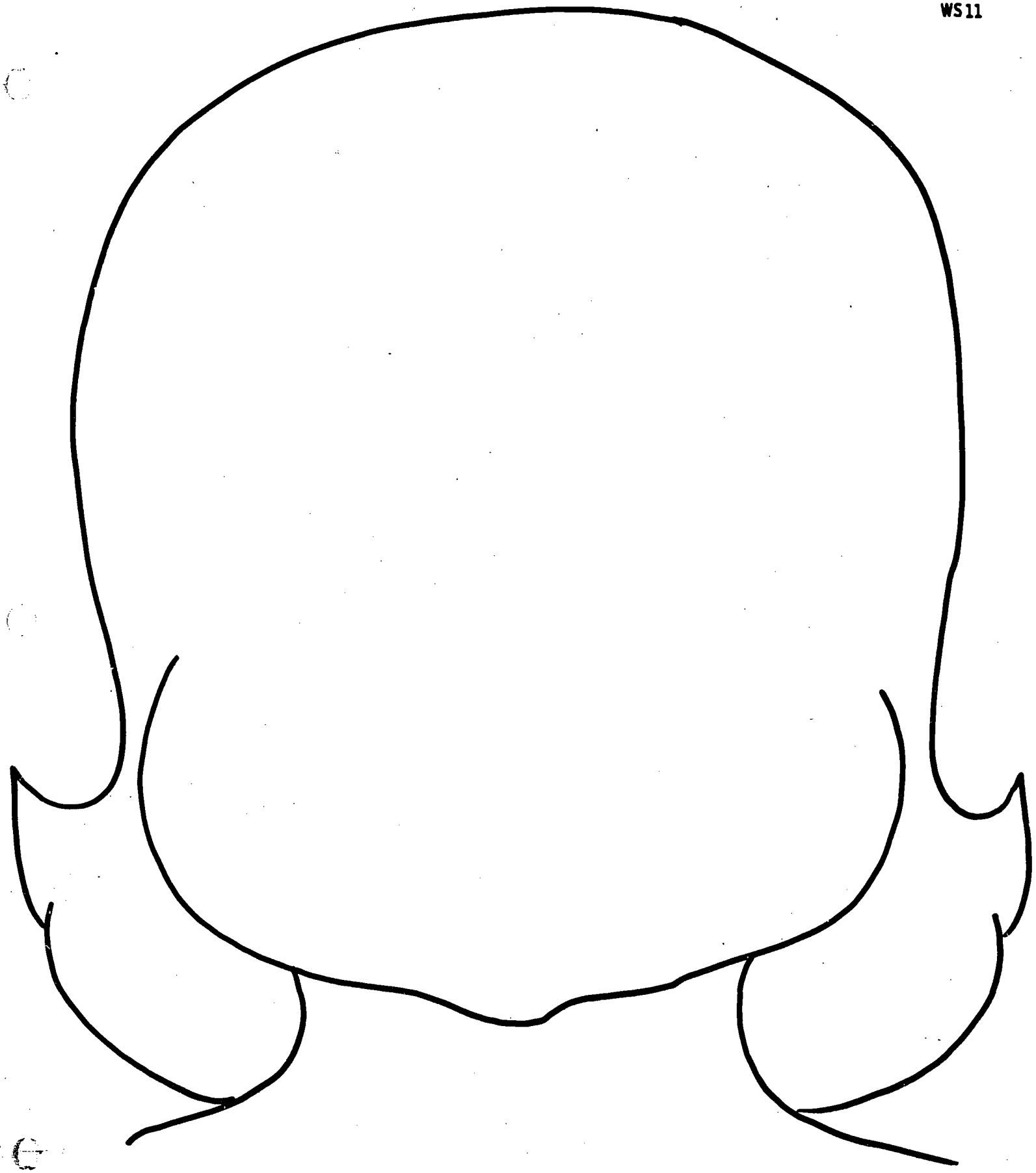
TIME RANGE: 10 to 20 minutes

OPTIMUM EXPOSURE: 1 or 2 x 3 to 5 _____ Several spaced practices x

SUCCESS CRITERIA:

Student can name parts of the head-





CODE 6 2 ☐ ☐ ☐ ☐ (WS 10,11)

STUDENT NEED:
(What can't he do?)

Needs additional vocabulary for parts of head: eyebrow(s), cheek(s), chin, forehead, neck.

PRESCRIPTION:

Student works with student aide to learn vocabulary.

Suggested structure:

This is my_____. Aide demonstrates, student imitates.
When vocabulary is learned, aide directs student to draw features as he names them, including review vocabulary: eyes, nose, mouth, ears, hair.

EQUIPMENT REQUIRED:

Work Sheet 10, or 11, crayons

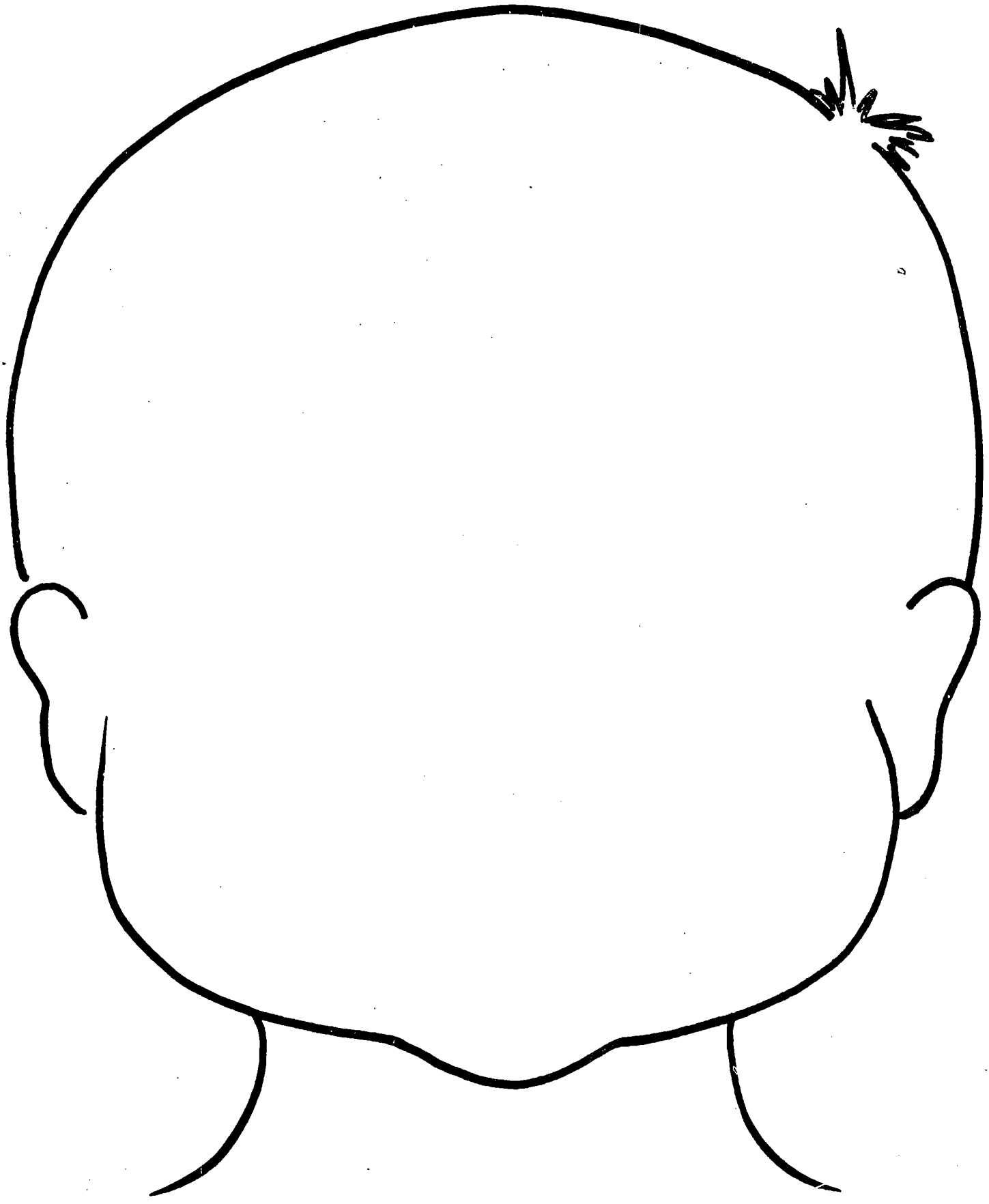
ACTIVITY TYPE: Individual ___x___ For 2 ___x___ For small group ___x___ For large group _____

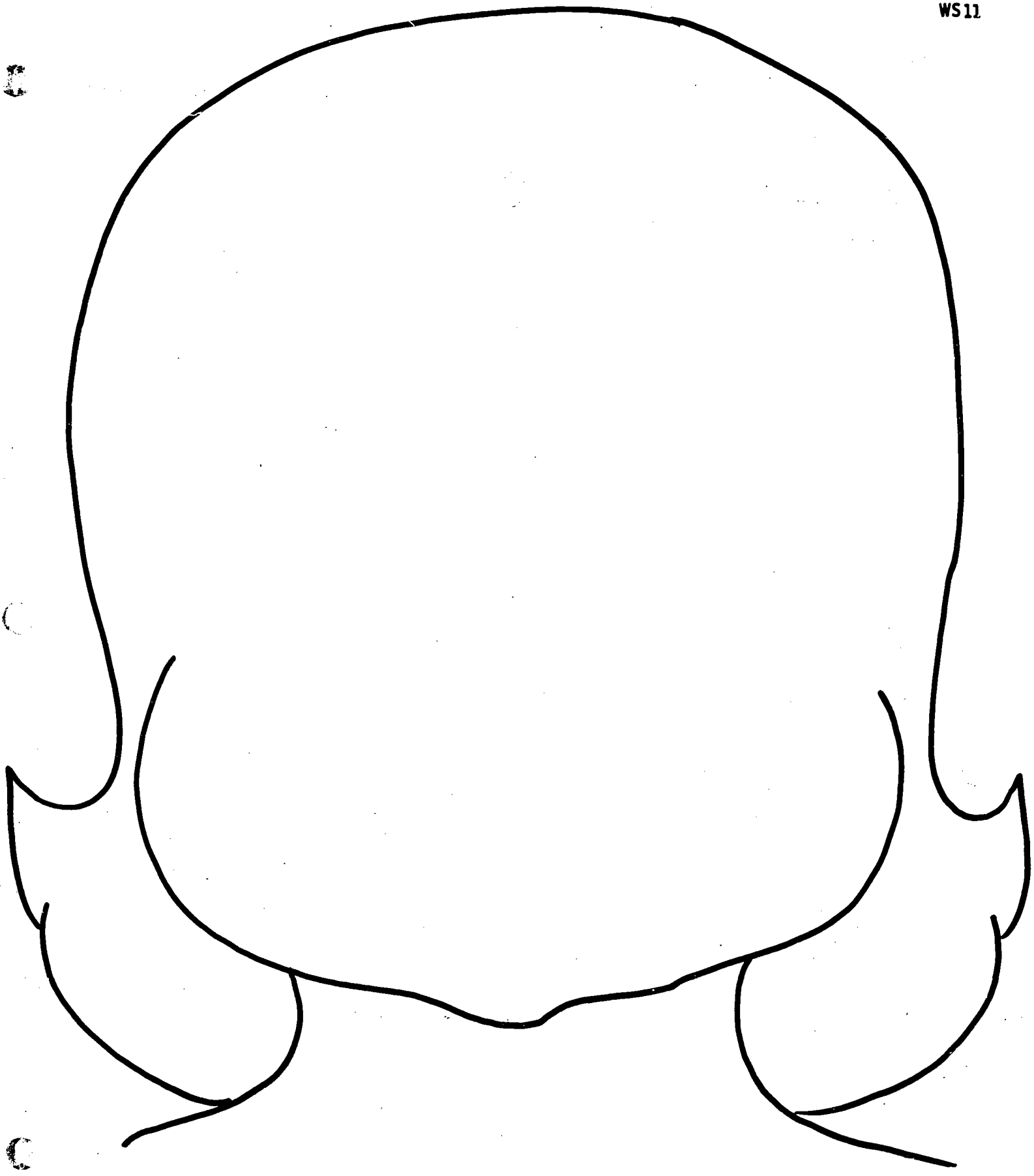
TIME RANGE: 10 to 20 minutes

OPTIMUM EXPOSURE: 1 or 2 ___x___ 3 to 5 _____ Several spaced practices ___x___

SUCCESS CRITERIA:

Student can name parts of head.





CODE 6 2 ☐ ☐ ☐ ☐ (WS 12,13)

STUDENT NEED:
(What can't he do?)

Review parts of body in singular and plural:
Head(s), leg(s), eye(s), arm(s)

PRESCRIPTION:

Student works with teacher or aide to review known vocabulary.

Suggested structure:

I have (number) (body part). How many (body parts) do you have?

Procedure:
Each student is given a cartoon of a man with some extra body part(s). The students are not to show one another the man they receive. One student begins by telling something about his man. Example: (I have two feet. How many feet do you have?). The next student responds and asks the next student, Example: (I have three feet. How many feet do you have?) Questioning continues until all parts have been asked about. At the end, each shows his person and confirms suspicions about the irregularities of each other's person.

EQUIPMENT REQUIRED:

Work Sheets, 12, 13 cut apart - one picture for each child.

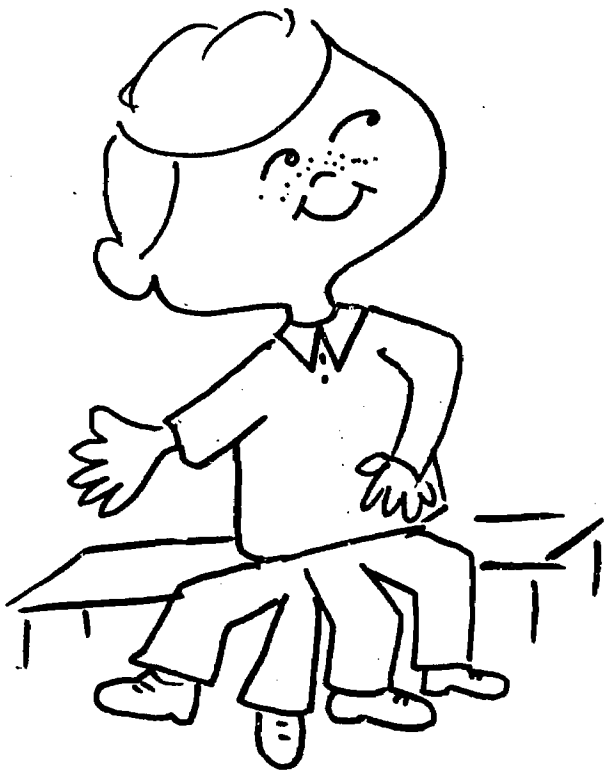
ACTIVITY TYPE: Individual x For 2 ____ For small group x For large group ____

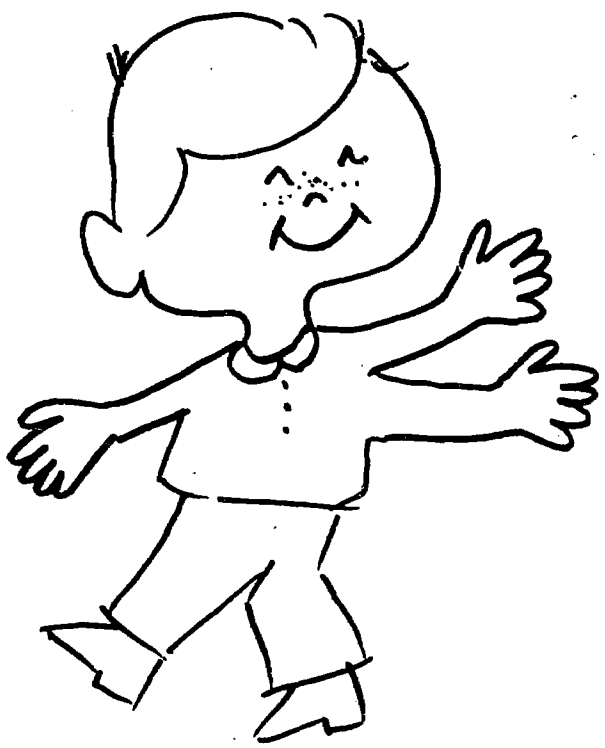
TIME RANGE: 10 to 20 minutes

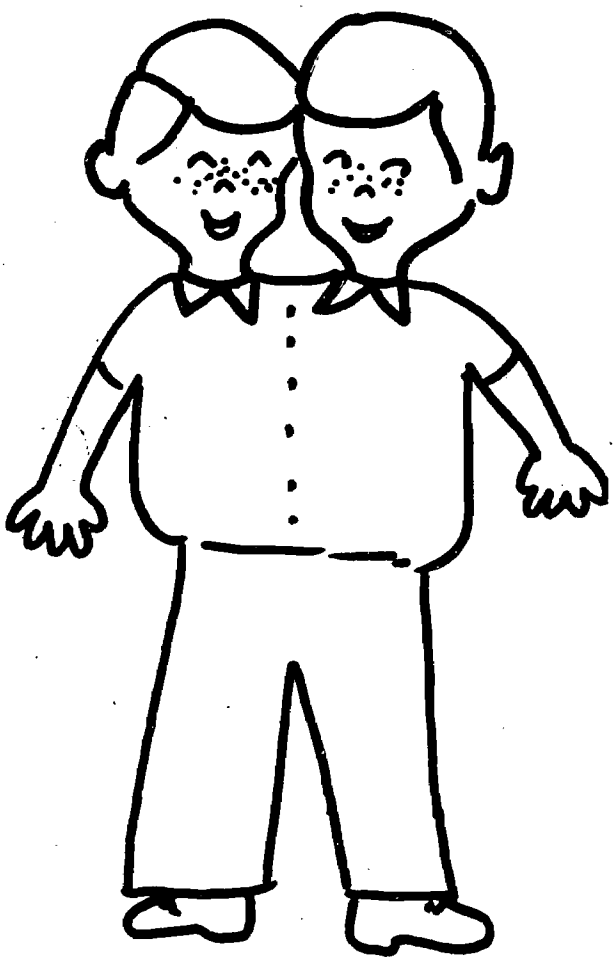
OPTIMUM EXPOSURE: 1 or 2 x 3 to 5 ____ Several spaced practices ____

SUCCESS CRITERIA:

Student can name body parts in singular and plural.







CODE [6][3][ ][ ][ ][ ] (WS 14)

STUDENT NEED:
(What can't he do?)

Needs vocabulary: woman, mother, boy, father, man, postman, policeman, girl

PRESCRIPTION:

Use picture as basis for drill.

Suggested structure: Aide: Who is (he) (she)?

Student: (He) (She) is a _____.

Picture may be colored after vocabulary has been learned.

EQUIPMENT REQUIRED:

Work Sheet 14, crayons.

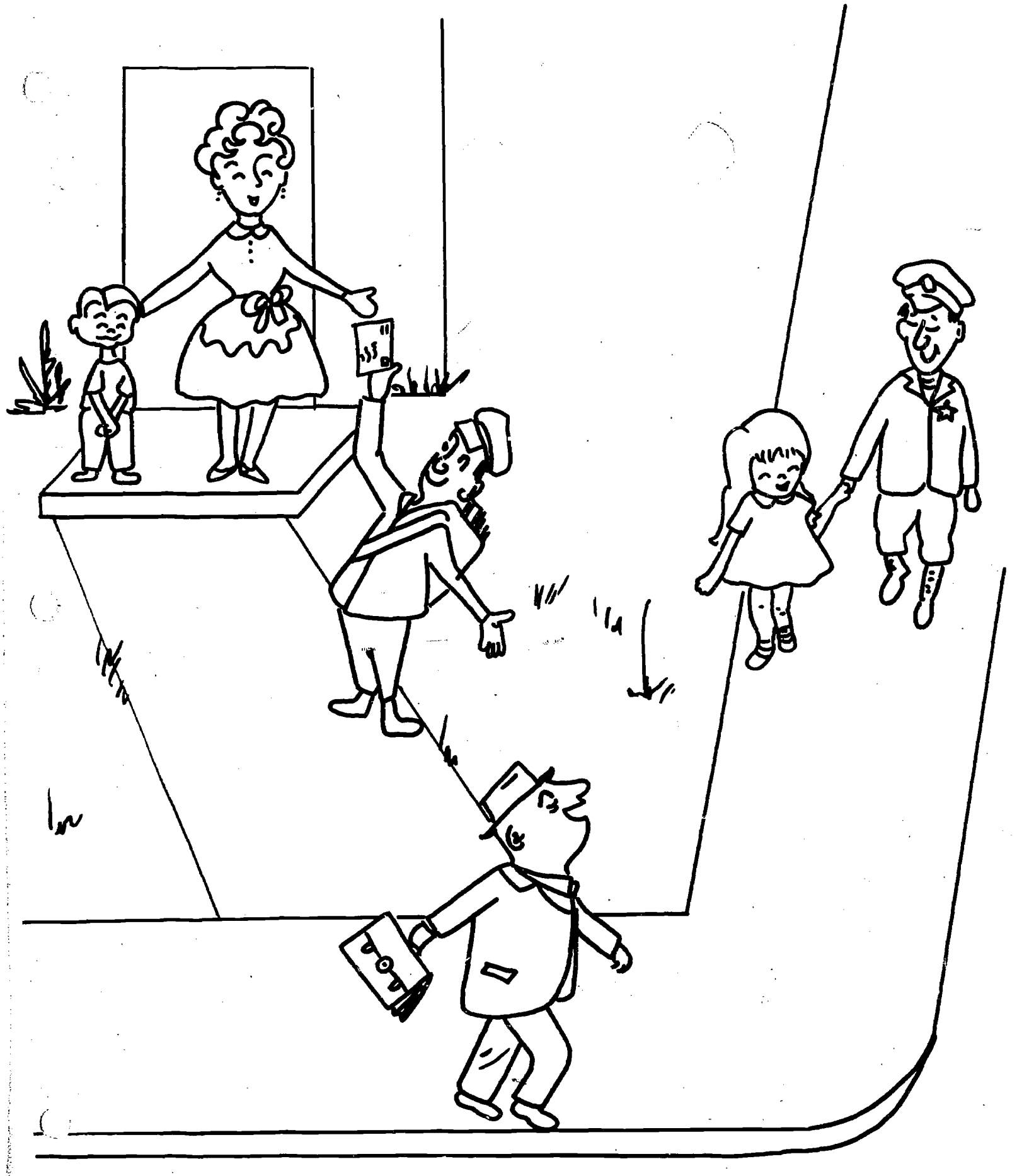
ACTIVITY TYPE: Individual ___x___ For 2 ___x___ For small group ___x___ For large group _____

TIME RANGE: 10 to 20 minutes

OPTIMUM EXPOSURE: 1 or 2 ___x___ 3 to 5 _____ Several spaced practices ___x___

SUCCESS CRITERIA:

Child can name people in picture.



CODE 6 4 ☐ ☐ ☐ ☐ (WS 15)

STUDENT NEED:
(What can't he do?)

Needs practice with plurals: boys, women, men, girls

PRESCRIPTION:

Student works with student aide to learn vocabulary.

Suggested structure:

Aide: Who is (he) (she)?
Who are they?

Student: (He) (She) is a _____.
They are _____.

Teacher Check-up: Ask child to identify the pictures on work sheet.

Draw a red line around the boy.

Draw a green line around the boys. Etc.

Pictures may be cut apart and placed in personal picture file.

EQUIPMENT REQUIRED:

Work Sheet 15, crayons.

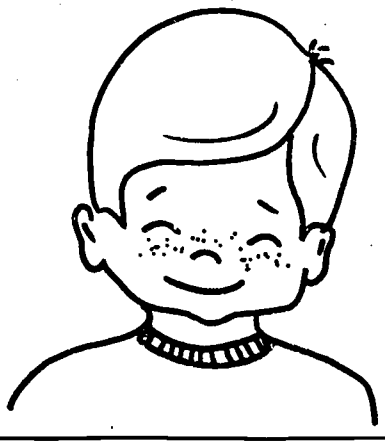
ACTIVITY TYPE: Individual x For 2 x For small group x For large group _____

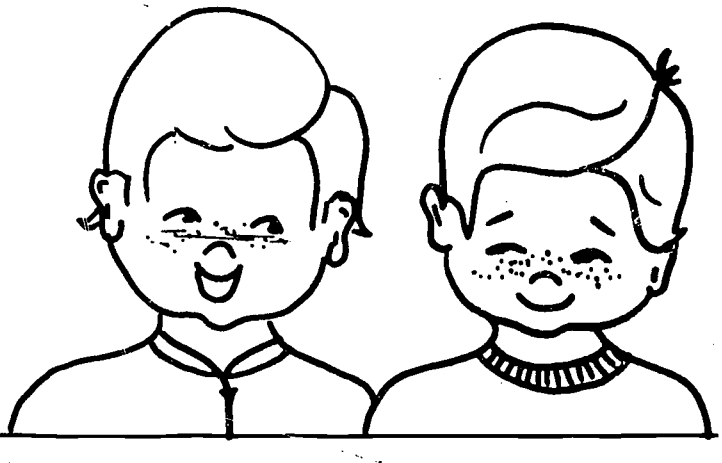
TIME RANGE: 10 to 20 minutes

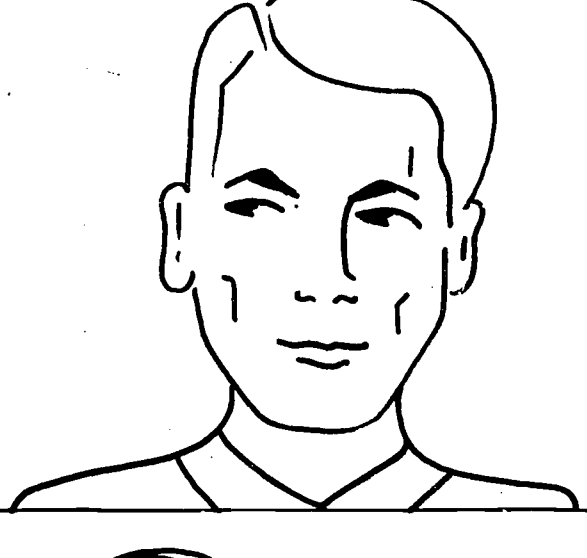
OPTIMUM EXPOSURE: 1 or 2 x 3 to 5 _____ Several spaced practices x

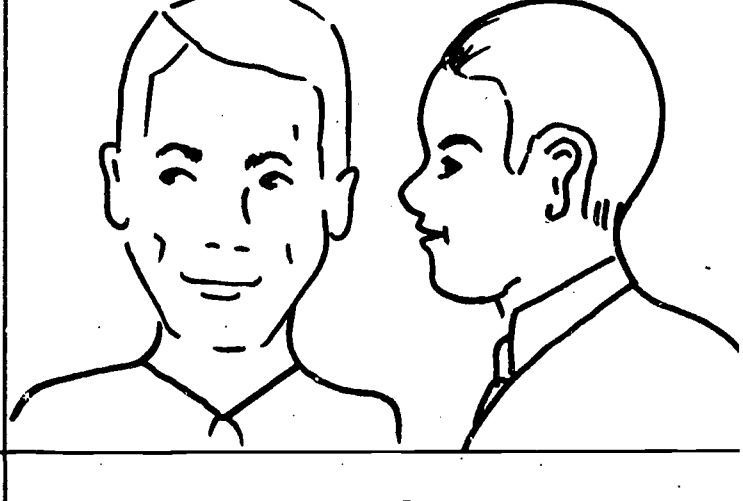
SUCCESS CRITERIA:

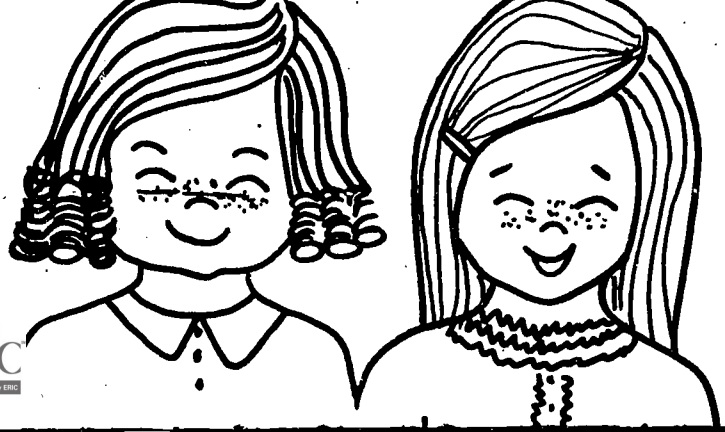
Child can identify and use above plural words correctly.

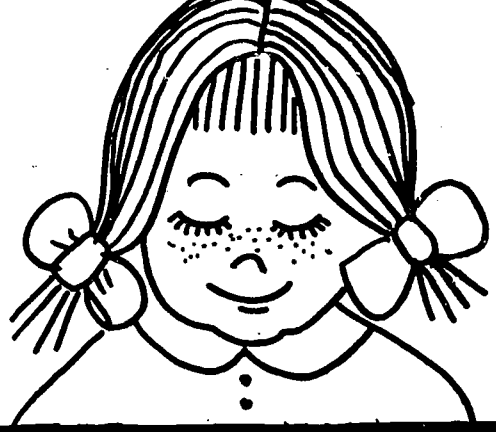












CODE 6 5 1 ☐ ☐ ☐ (WS 16)

STUDENT NEED:
(What can't he do?)

Needs vocabulary: he, she, girl, mailman, puppet, policeman, woman, man, nurse, doll, boy, fireman, teacher, clown

PRESCRIPTION:

Student works with student aide to learn all vocabulary.

Suggested structure:

Aide: Who is he (she)?

Student: He (She) is a _____.

Aide: Is he(she) a_____?

Student: Yes, he(she) is. (No, he(she) isn't.)
He's (She's) a _____.

Pictures may be cut apart and pasted in correct "he" and "she" columns.

EQUIPMENT REQUIRED:

Work Sheet 16, scissors, paste.

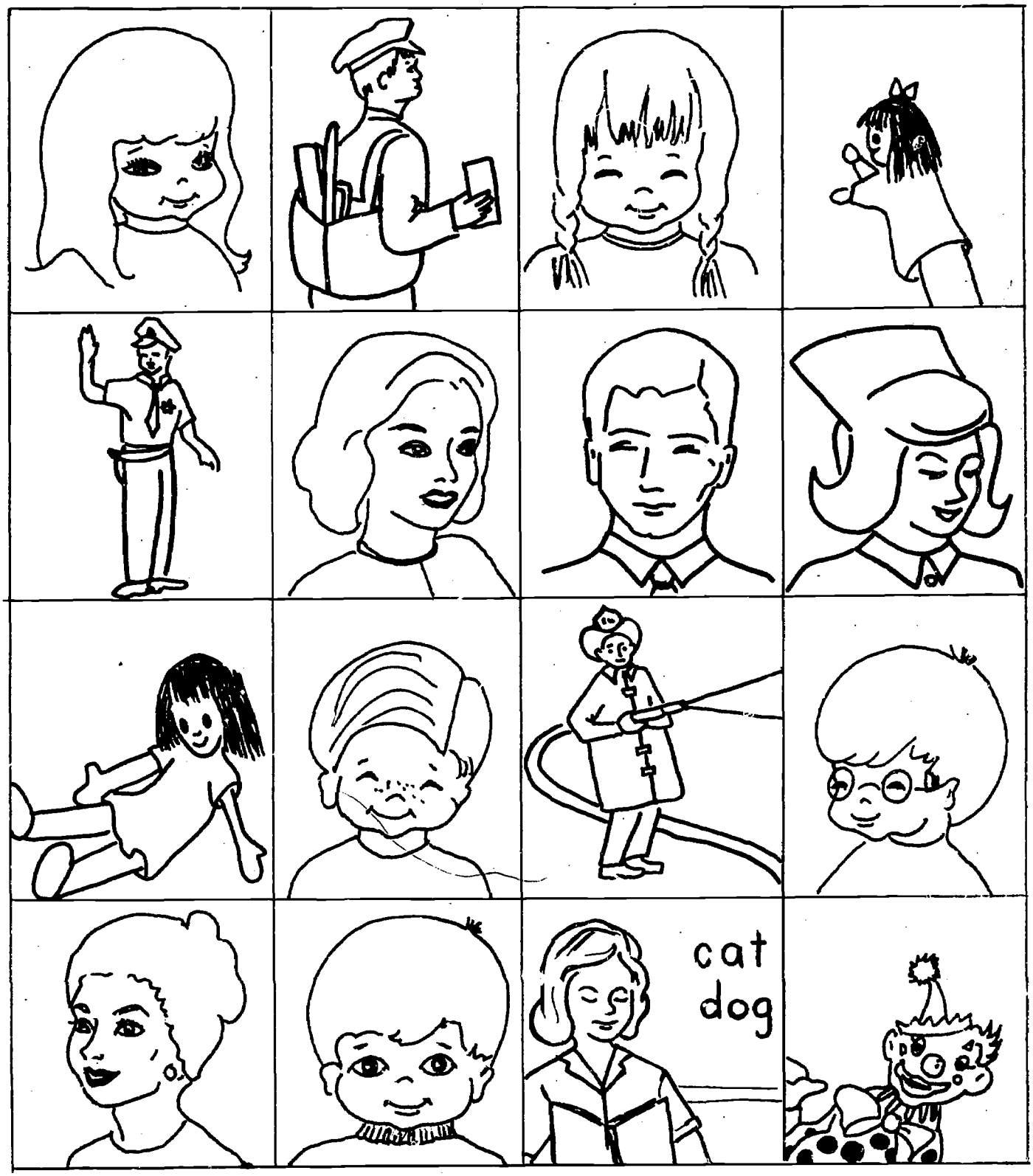
ACTIVITY TYPE: Individual x For 2 x For small group x For large group _____

TIME RANGE: 10 to 20 minutes

OPTIMUM EXPOSURE: 1 or 2 x 3 to 5 _____ Several spaced practices x

SUCCESS CRITERIA:

Child can use "he" and "she" correctly.


cat
dog

CODE 6 5 2 ☐ ☐ ☐ (WS 17,18)

STUDENT NEED:
(What can't he do?)

Needs vocabulary: his, her, dress, bag, chalk, ring, book, paper, purse, glasses, pencil

PRESCRIPTION:

Student works with student aide to review names of objects.

Suggested structure:

Aide: Whose dress is this?

Student: (pointing to mother) It's her dress.
or
It's Mother's dress.

Pictures on WS 18 may be cut apart and pasted under the appropriate Heading on WS 17.

EQUIPMENT REQUIRED:

Work Sheets, 17, 18, scissors, paste.

ACTIVITY TYPE: Individual x For 2 x For small group x For large group _____

TIME RANGE: 10 to 20 minutes

OPTIMUM EXPOSURE: 1 or 2 x 3 to 5 _____ Several spaced practices x

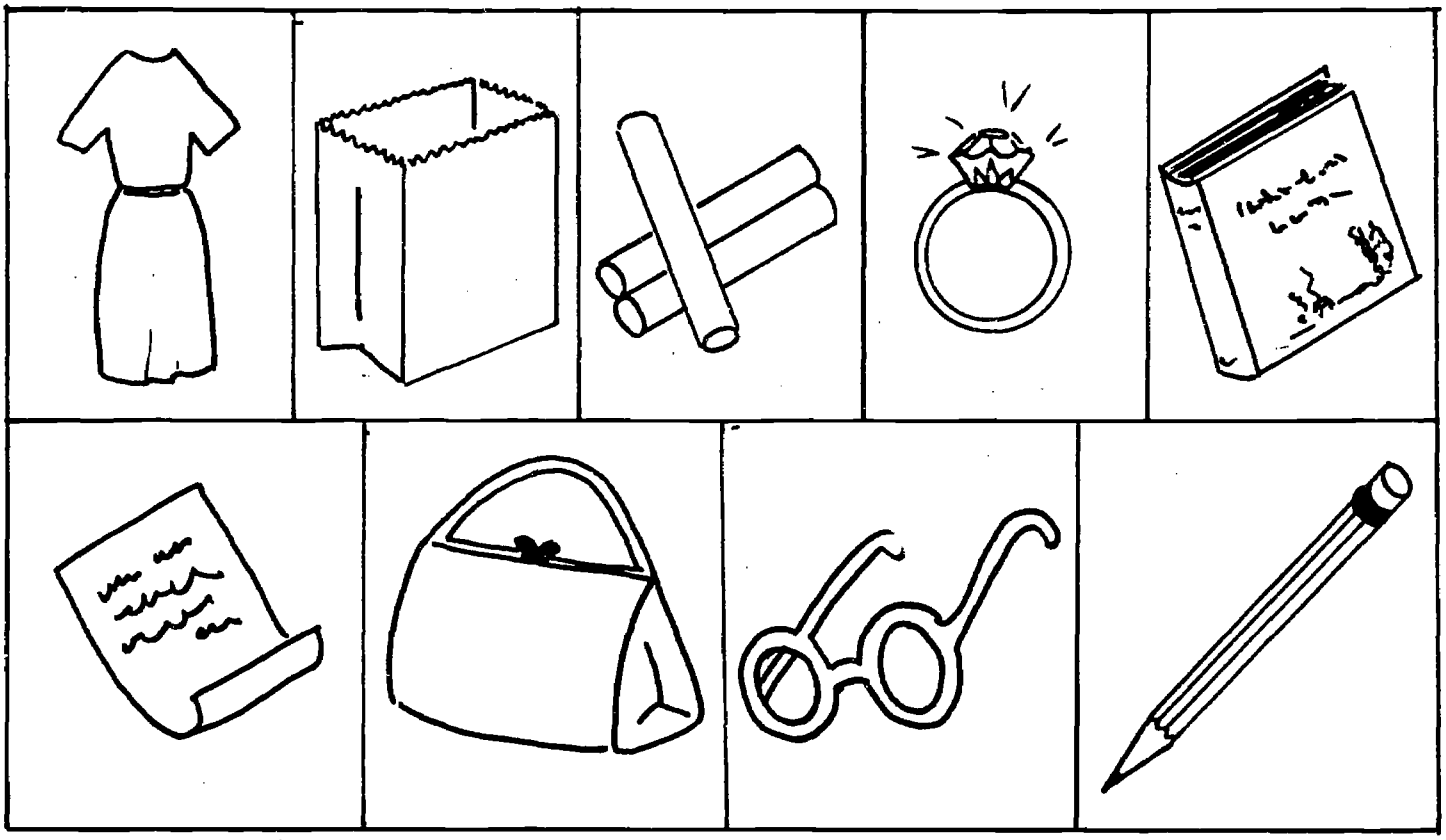
SUCCESS CRITERIA:

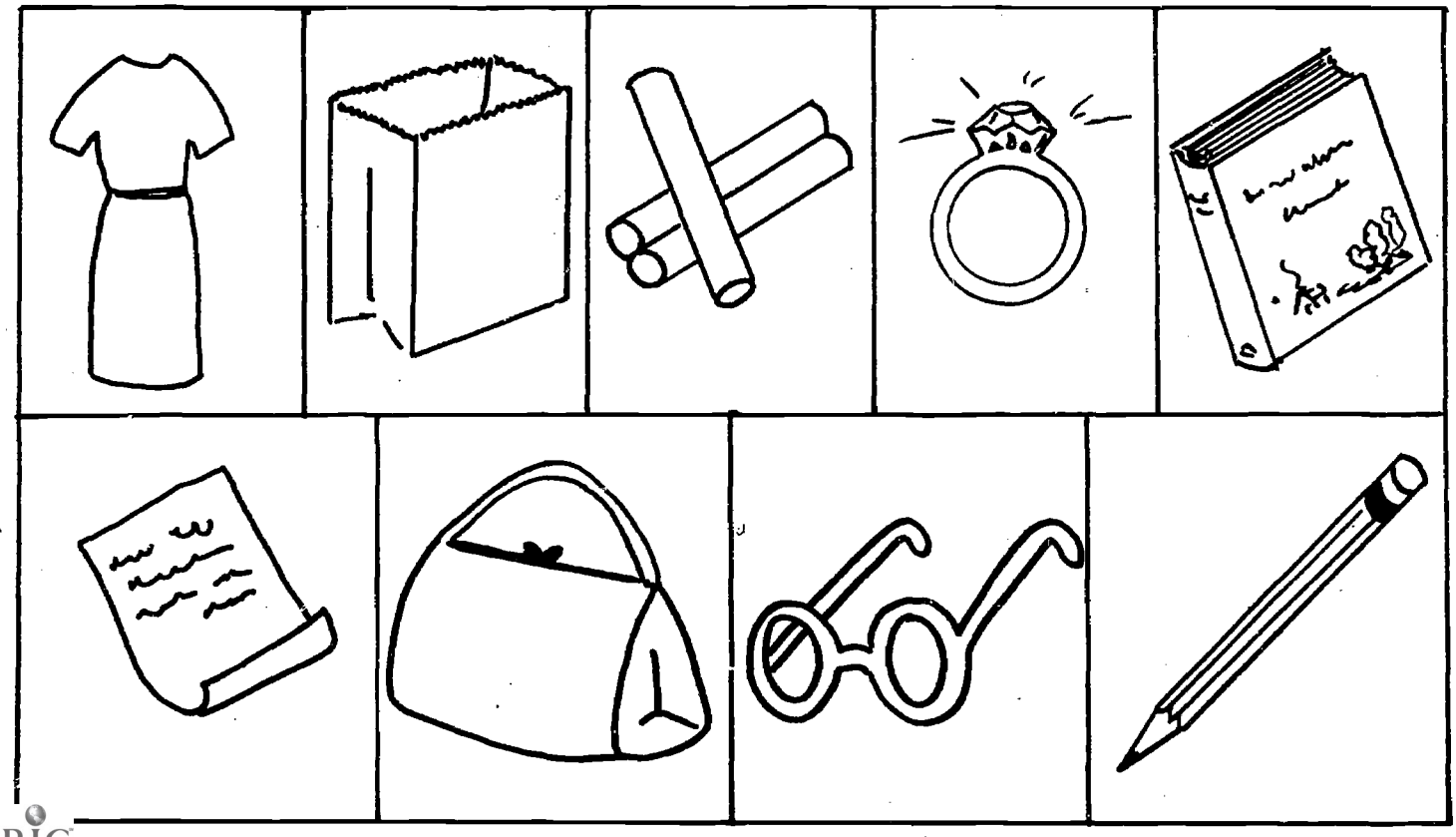
Student can use his and her correctly with above vocabulary.

RAMÓN

MOTHER

Use half sheet for each child.





CODE [7] [ ] [ ] [ ] [ ] [ ] (WS 19)

STUDENT NEED:
(What can't he do?)

Needs vocabulary: truck, doll, bat, top, kite, wagon

PRESCRIPTION:

Student works with student aide to learn vocabulary.

Suggested structure: Aide: What do you have?

Student: I have a_____.

Student may color pictures when he can name them.

The pictures may be cut apart and filed for review and games.

EQUIPMENT REQUIRED:

Work Sheet 19, crayons, scissors

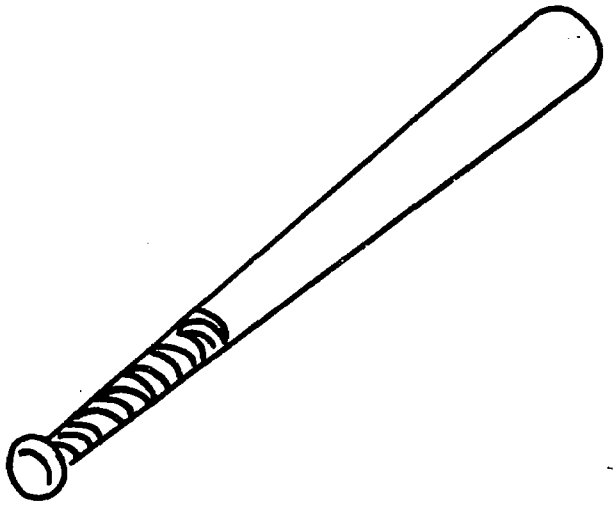
ACTIVITY TYPE: Individual x For 2 x For small group x For large group _____

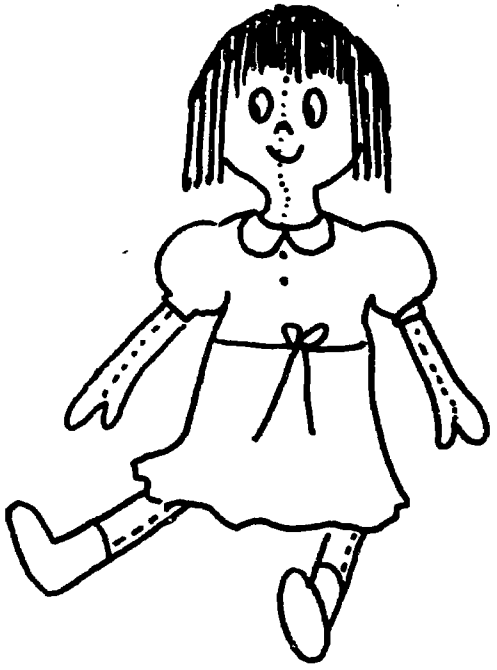
TIME RANGE: 10 to 20 minutes

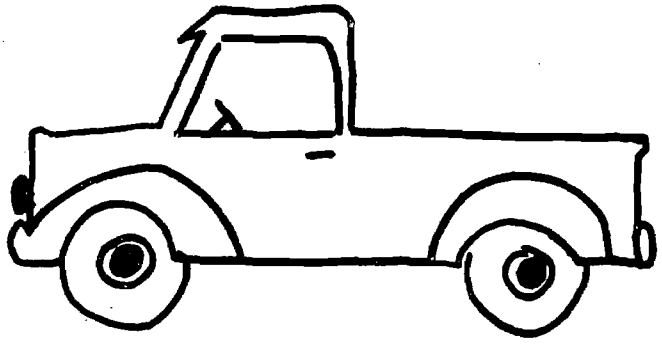
OPTIMUM EXPOSURE: 1 or 2 x 3 to 5 _____ Several spaced practices x

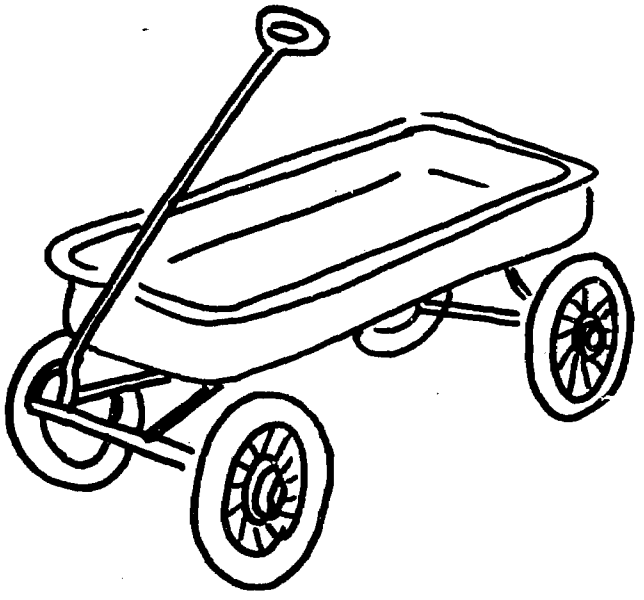
SUCCESS CRITERIA:

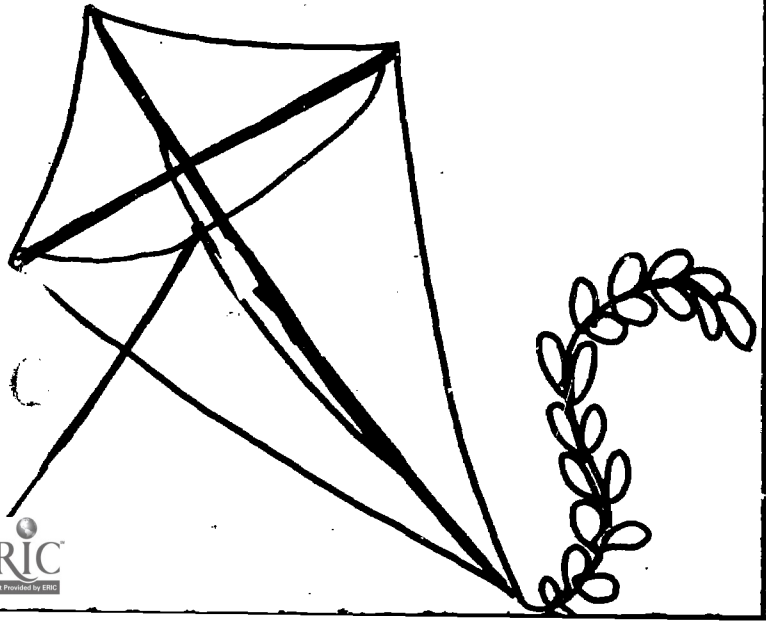
Child can name above vocabulary.

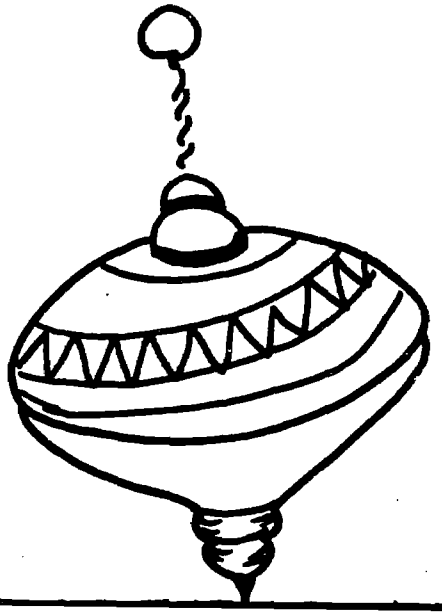












CODE 7 ☐☐☐☐☐ (WS 21)

STUDENT NEED:
(What can't he do?)

Student needs vocabulary: balloon, block, scooter, yo-yo, rattle, tricycle (or trike)

PRESCRIPTION:

Student works with student aide to learn vocabulary.

Suggested structure:

Aide: Show me the_____.

Student: This is the_____.

Student may color picture when he can successfully name it. Cut pictures apart and file them for review and games.

EQUIPMENT REQUIRED:

Work Sheet 21, scissors, crayons

ACTIVITY TYPE: Individual x For 2 x For small group x For large group

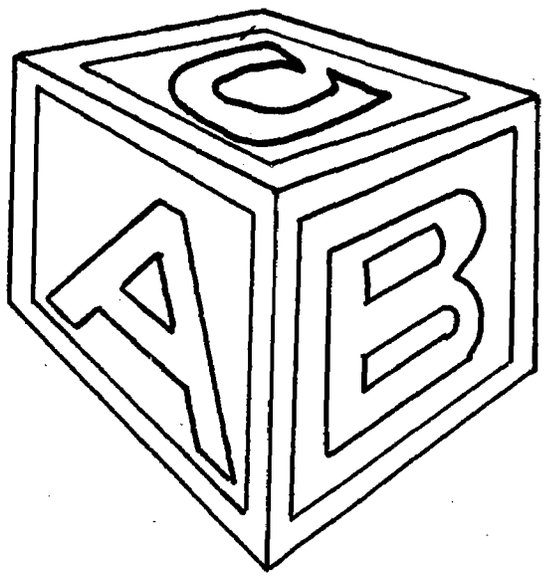
TIME RANGE: 10 to 20 minutes

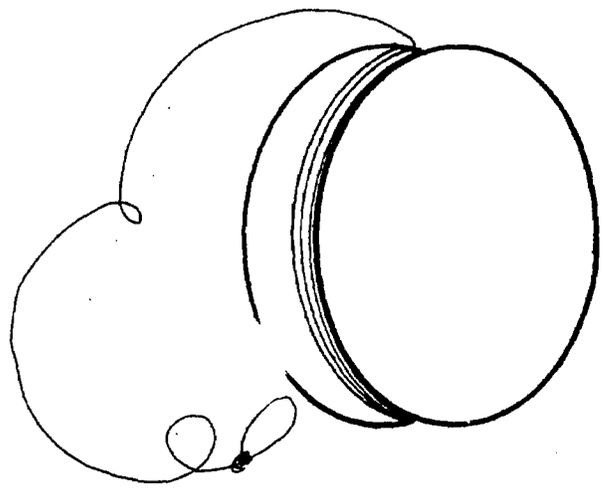
OPTIMUM EXPOSURE: 1 or 2 x 3 to 5 x Several spaced practices x

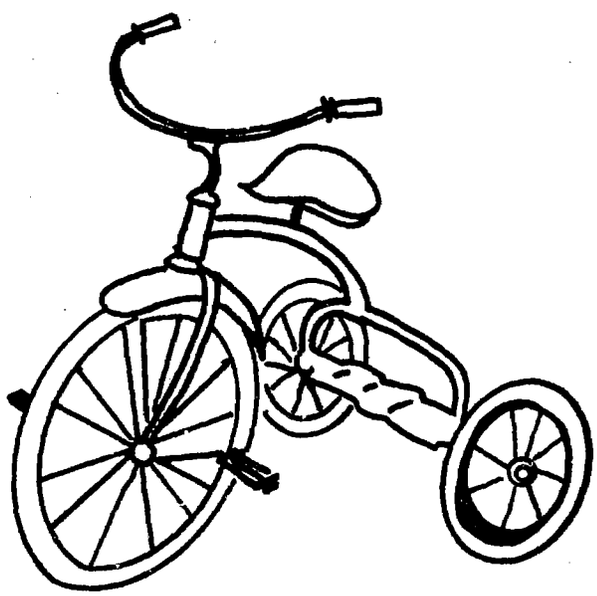
SUCCESS CRITERIA:

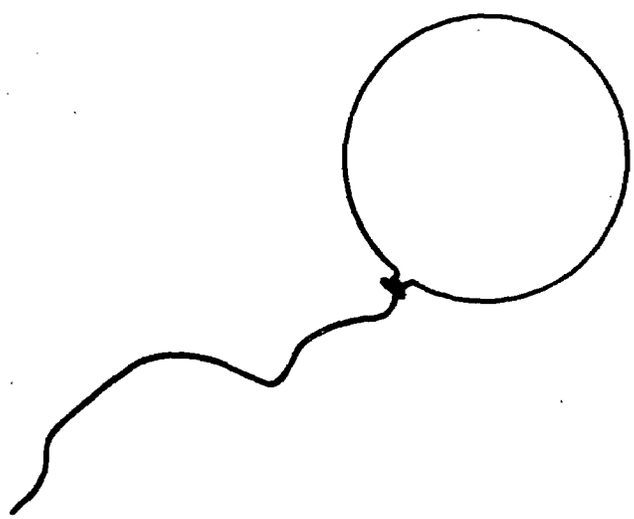
Student can name above vocabulary.

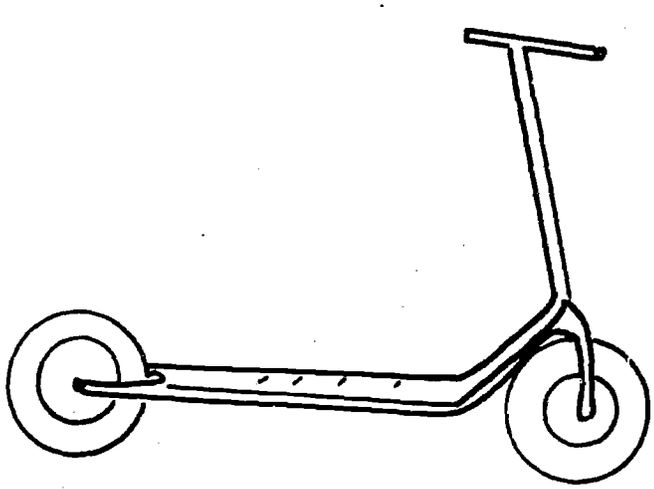
WS 21

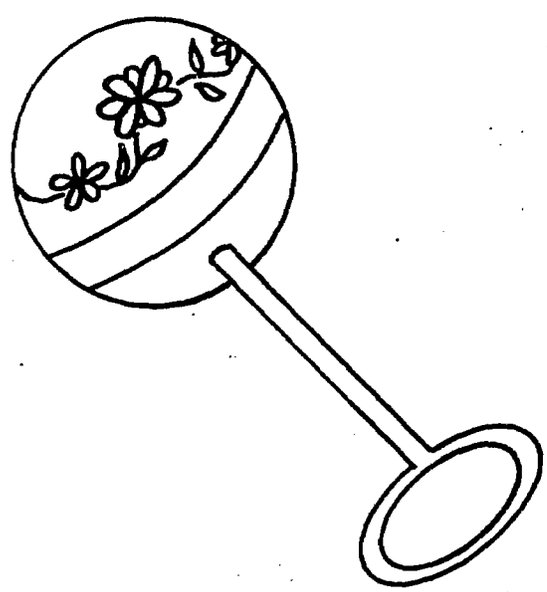












CODE [7][ ][ ][ ][ ][ ] (WS 22)

STUDENT NEED:
(What can't he do?)

Needs vocabulary: kite, top, airplane, bear

PRESCRIPTION:

Student works with student aide to learn vocabulary.

Suggested structure: Color the _____(color).

After learning vocabulary, student aide gives directions for coloring pictures.

Pictures should be cut apart and filed for future use.

Teacher check up: What's (color)?

Student: The _____ is (color).

EQUIPMENT REQUIRED:

Work Sheet 22, crayons

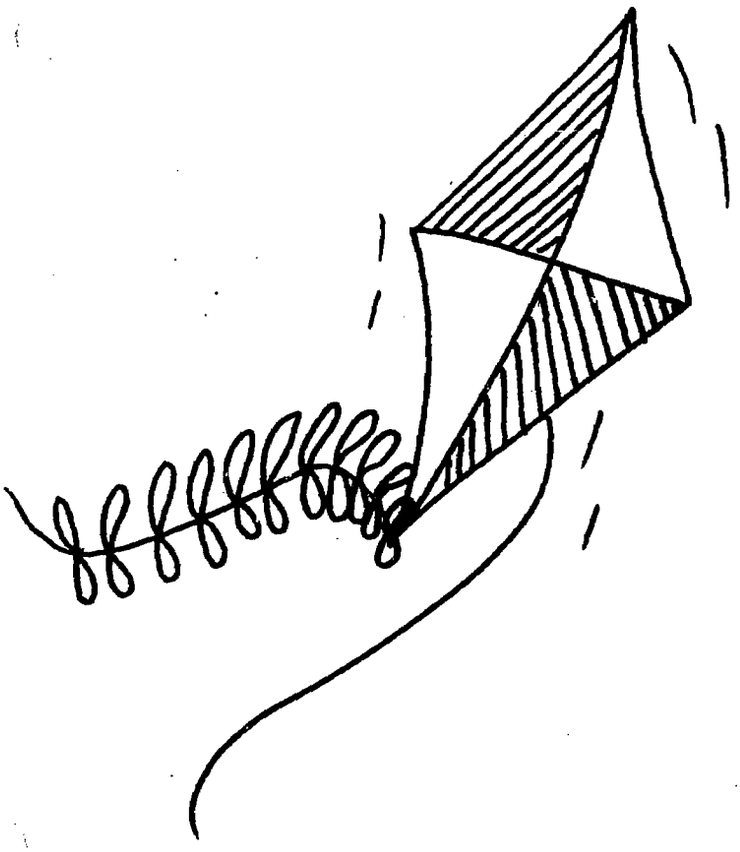
ACTIVITY TYPE: Individual x For 2 x For small group x For large group ____

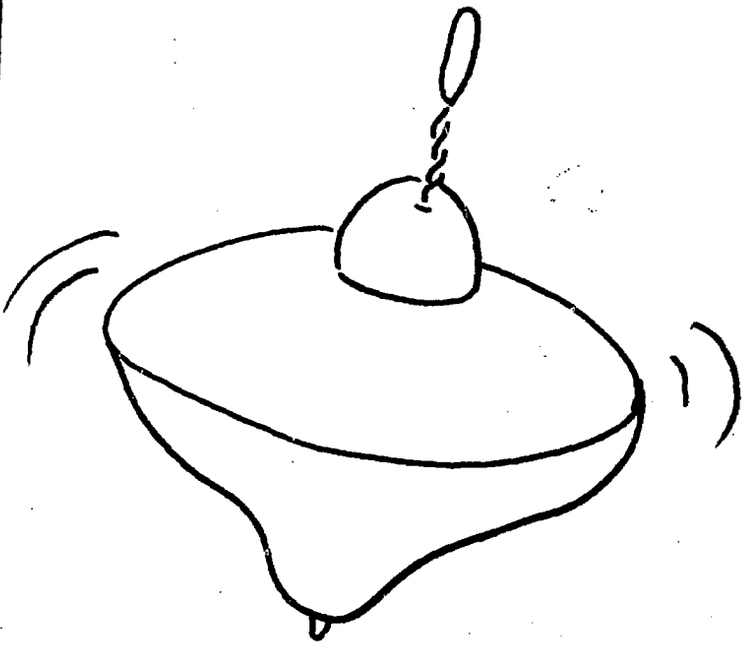
TIME RANGE: 10 to 20 minutes

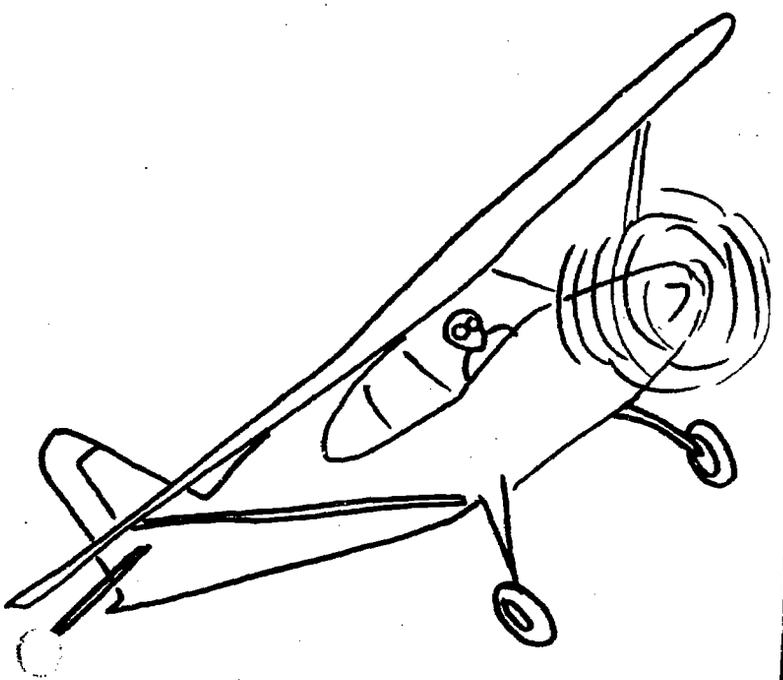
OPTIMUM EXPOSURE: 1 or 2 x 3 to 5 ____ Several spaced practices x

SUCCESS CRITERIA:

Student can name correctly above vocabulary.







CODE 8 ☐☐☐☐☐ (WS 23)

STUDENT NEED:
(What can't he do?)

Needs vocabulary: rabbit(s), tiger(s), horse(s), mouse

PRESCRIPTION:

Student works with student aide to learn vocabulary.

Suggested structure:

Aide: What is this? (What are these?)

Student: This is a (These are)_____.

Pictures may be colored, cut apart, and filed.

EQUIPMENT REQUIRED:

Work Sheet 23, crayons, scissors.

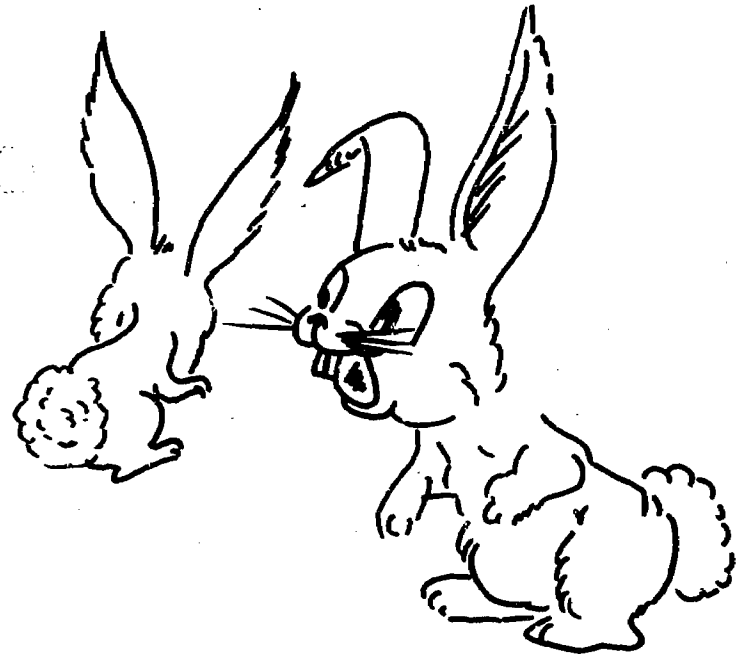
ACTIVITY TYPE: Individual x For 2 x For small group x For large group _____

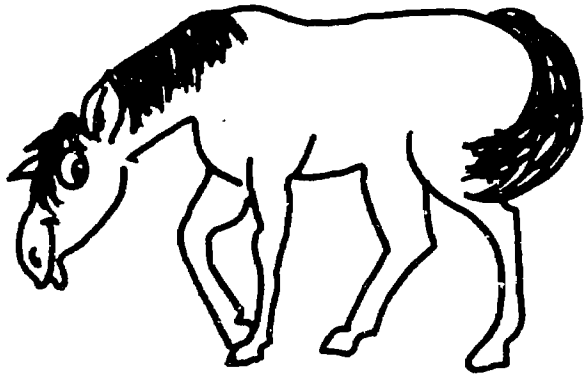
TIME RANGE: 10 to 20 minutes

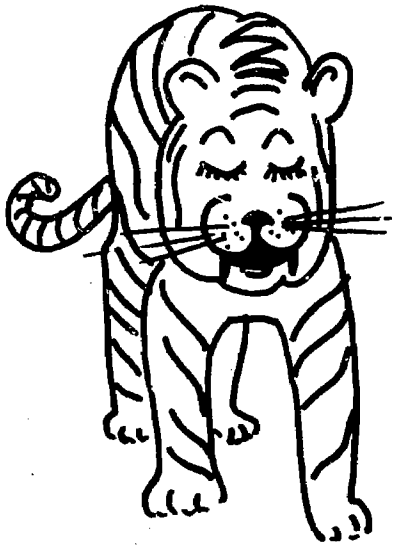
OPTIMUM EXPOSURE: 1 or 2 x 3 to 5 x Several spaced practices x

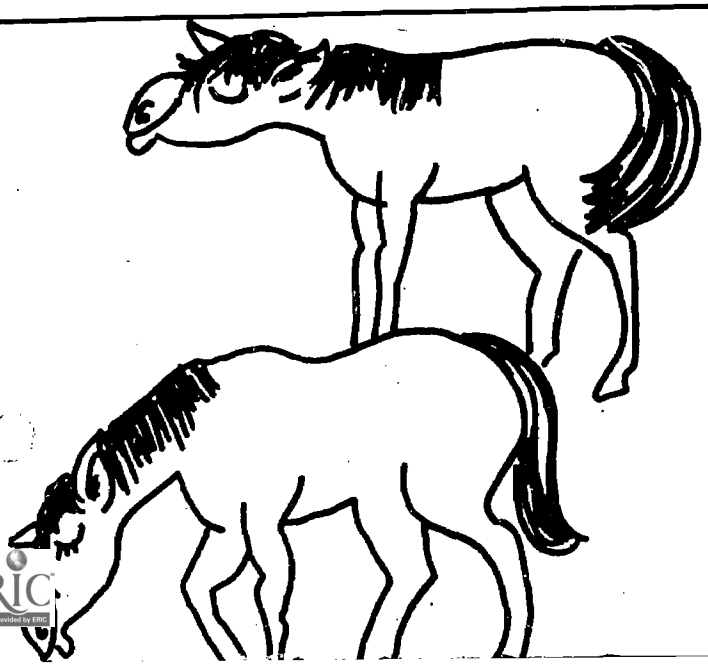
SUCCESS CRITERIA:

Student can name animals, using singular or plural forms correctly.









CODE 8 3 ☐ ☐ ☐ ☐ (WS 25)

STUDENT NEED:
(What can't he do?)

Needs vocabulary: barn, fence, hay, rake, chickens, hens, cow, wheelbarrow, burro

PRESCRIPTION:

Student works with student aide to learn vocabulary.

Suggested structure:

Aide: What did you see?

Student: I saw a _____.

Teacher Check-up: Find the_____.

Draw a (color) line around the_____.

EQUIPMENT REQUIRED:

Work Sheet 25.

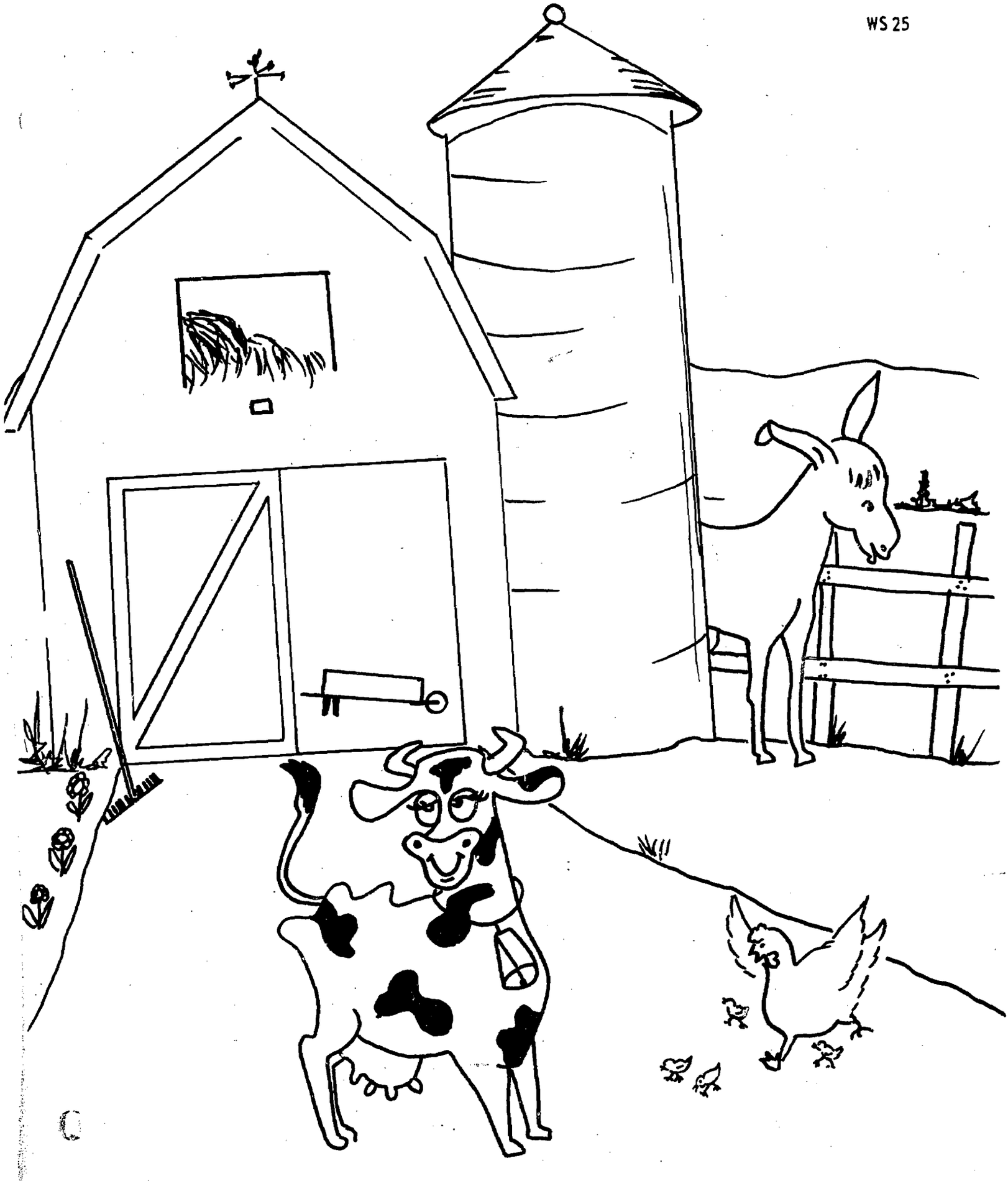
ACTIVITY TYPE: Individual x For 2 x For small group x For large group _____

TIME RANGE: 10 to 20 minutes

OPTIMUM EXPOSURE: 1 or 2 x 3 to 5 _____ Several spaced practices x

SUCCESS CRITERIA:

Student can name above vocabulary.



CODE 8 4 ☐ ☐ ☐ ☐ (WS 26)

STUDENT NEED:
(What can't he do?)
Needs circus words: clown, acrobat, trapeze, lion, dog, elephants, balls

PRESCRIPTION:

Student works with student aide to learn vocabulary.

Suggested structure:

Aide: What did you see at the circus?

Student: I saw the_____.

Aide: What was the_____doing?

Student: The_____was_____.

EQUIPMENT REQUIRED:

Work Sheet 26.

ACTIVITY TYPE: Individual x For 2 x For small group x For large group _____

TIME RANGE: 10 to 20 minutes

OPTIMUM EXPOSURE: 1 or 2 x 3 to 5 _____ Several spaced practices x

SUCCESS CRITERIA:

Student can use above vocabulary correctly.

CODE 8 5 ☐ ☐ ☐ ☐ (WS 27)

STUDENT NEED:
(What can't he do?)

Needs vocabulary: Monkey(s), camel(s), tiger(s), lion(s), bear(s)

PRESCRIPTION:

Student works with student aide to learn vocabulary.

Suggested structure: Aide: What is that? (What are those?)

Student: (That is) (Those are)_____.

Teacher Check-up: Put a (color) line around the_____.

What did you do?

Student: I put a (color) line around the_____.

Pictures may be colored and cut apart for student's picture file.

EQUIPMENT REQUIRED:

Work Sheet 27, crayons.

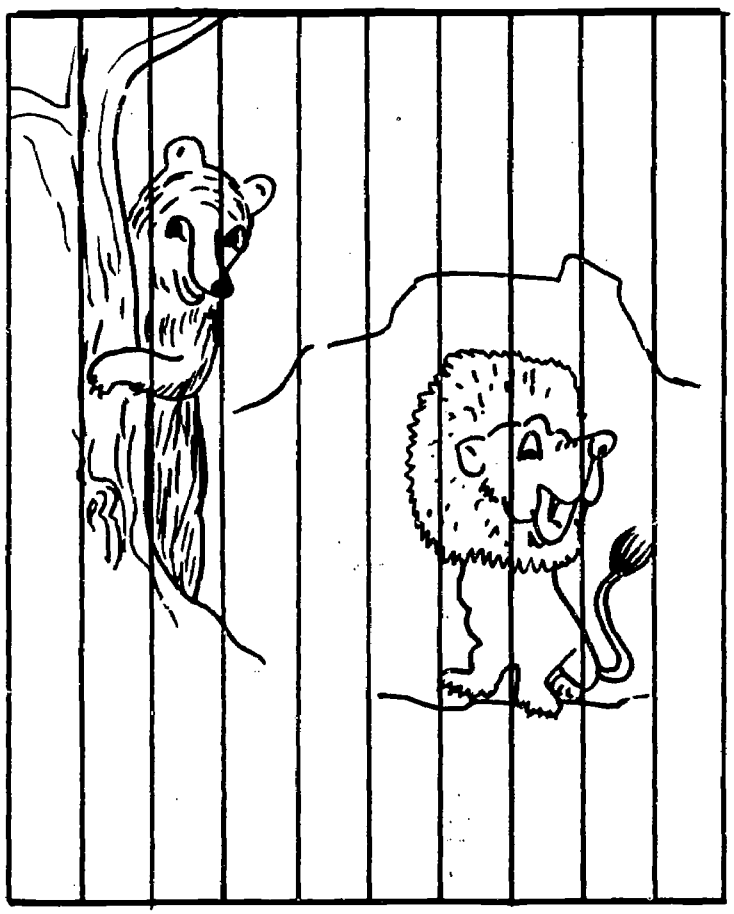
ACTIVITY TYPE: Individual x For 2 x For small group x For large group _____

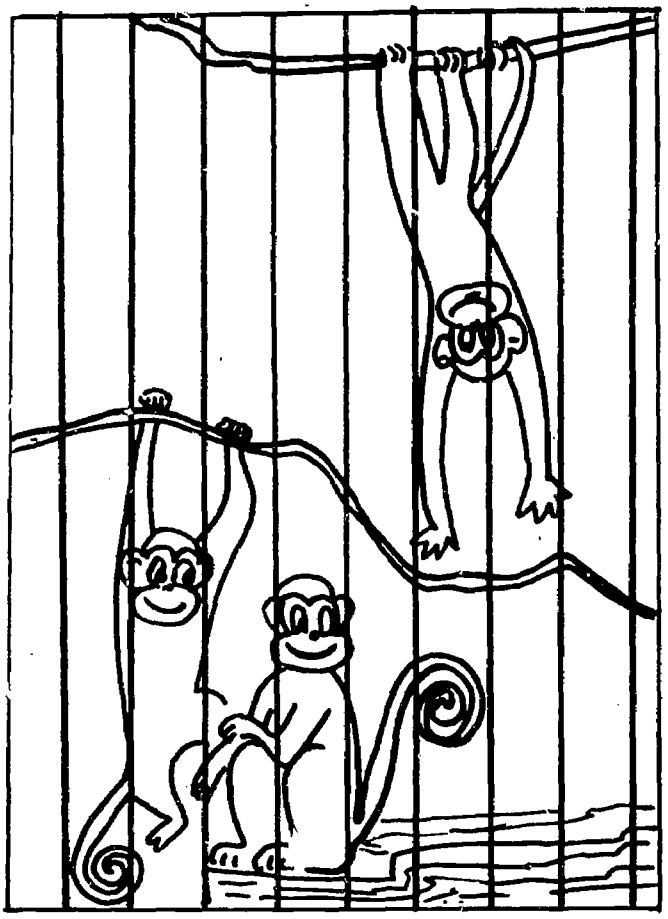
TIME RANGE: 10 to 20 minutes

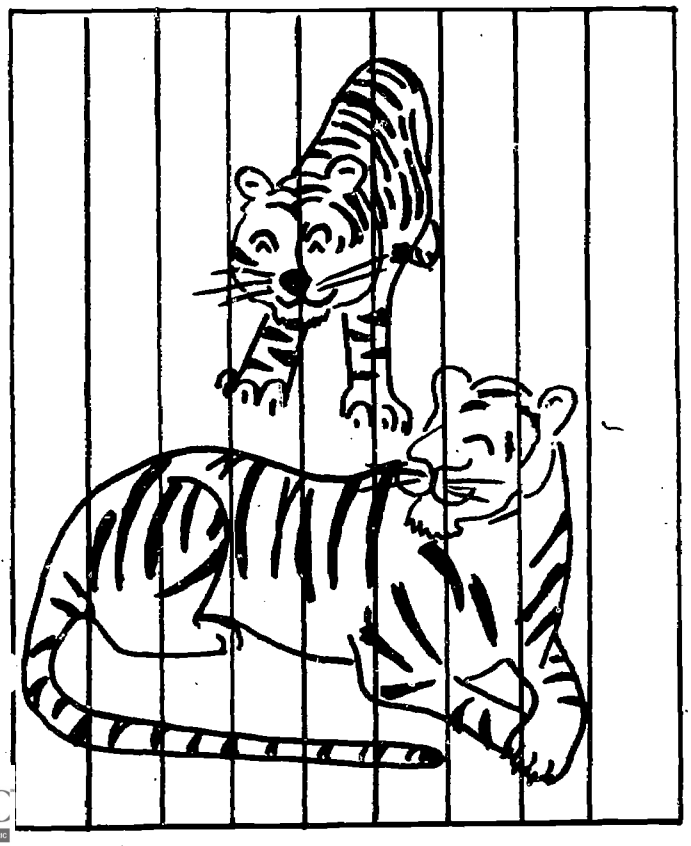
OPTIMUM EXPOSURE: 1 or 2 x 3 to 5 x Several spaced practices x

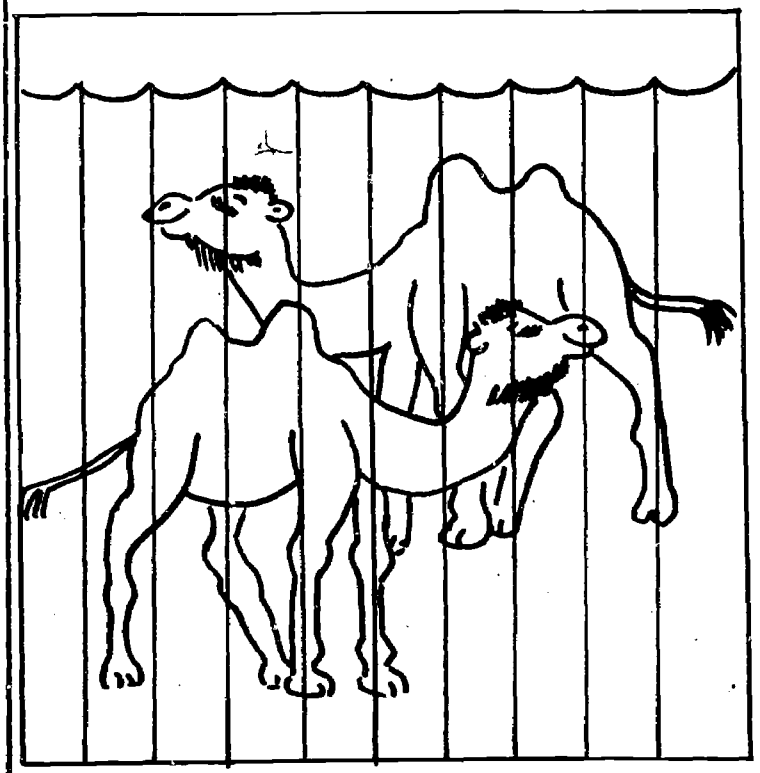
SUCCESS CRITERIA:

Child can name animals using singular or plural forms correctly.









CODE 9 1 1 ☐ ☐ ☐ (WS 28)

STUDENT NEED:
(What can't he do?)

Needs vocabulary: carrot(s), potato(es), tomato(es), nut(s)

PRESCRIPTION:

Student works with student aide to learn vocabulary.

Suggested structure: Aide: What color is this (these)?

Student: This is (These are)_____.

Teacher Check-up: Draw an orange line from the carrot to the carrots.

Draw a brown line from the potato to the potatoes.

Draw a red line from the tomato to the tomatoes.

Draw a brown line from the nut to the nuts.

Pictures may be colored and cut apart for file.

EQUIPMENT REQUIRED:

Work Sheet 28, scissors, crayons

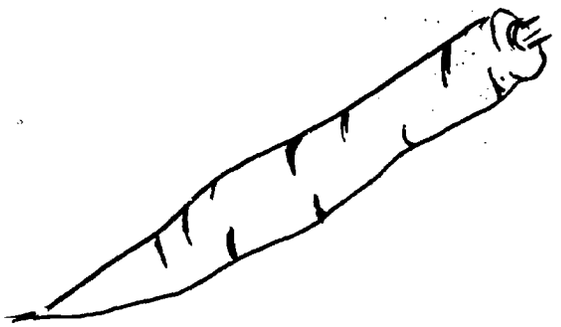
ACTIVITY TYPE: Individual x For 2 x For small group x For large group _____

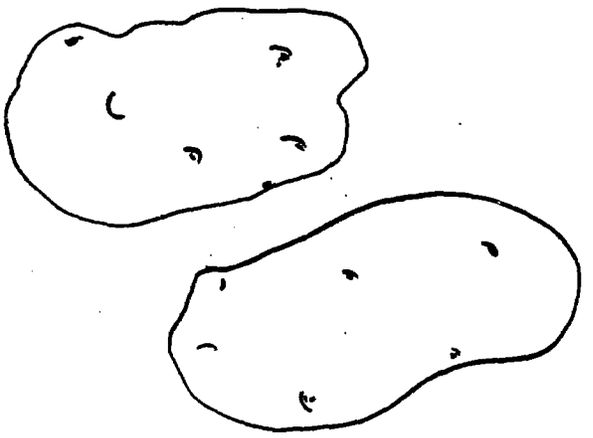
TIME RANGE: 10 to 20 minutes

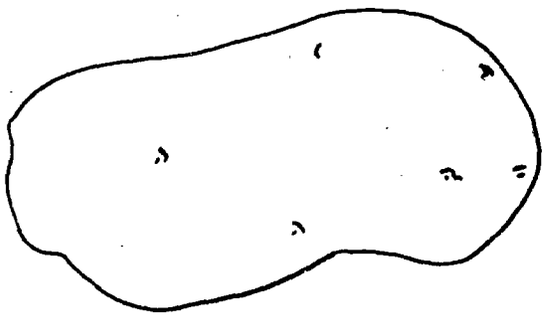
OPTIMUM EXPOSURE: 1 or 2 x 3 to 5 _____ Several spaced practices x

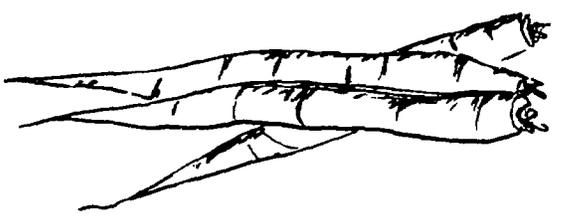
SUCCESS CRITERIA:

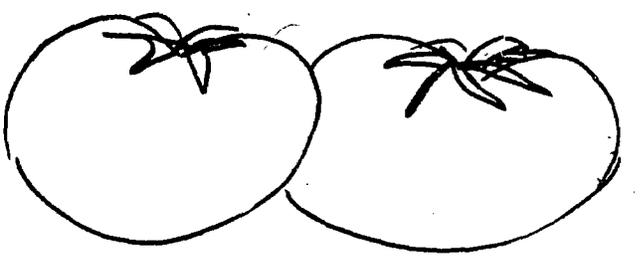
Student can identify and name singular and plural forms of carrot, potato, tomato, and nut.

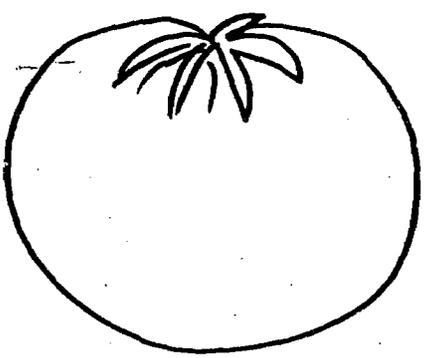












CODE 9 1 ☐ ☐ ☐ ☐ (WS 29)

STUDENT NEED:
(What can't he do?)

Needs to practice food words.

PRESCRIPTION:

Student works with student aide to discuss picture.

Suggested structure: Aide: Look at the (bananas). What color are they?

Student: The (bananas) are yellow.

Picture may be colored before or after discussion.

EQUIPMENT REQUIRED:

Work Sheet 29, crayons.

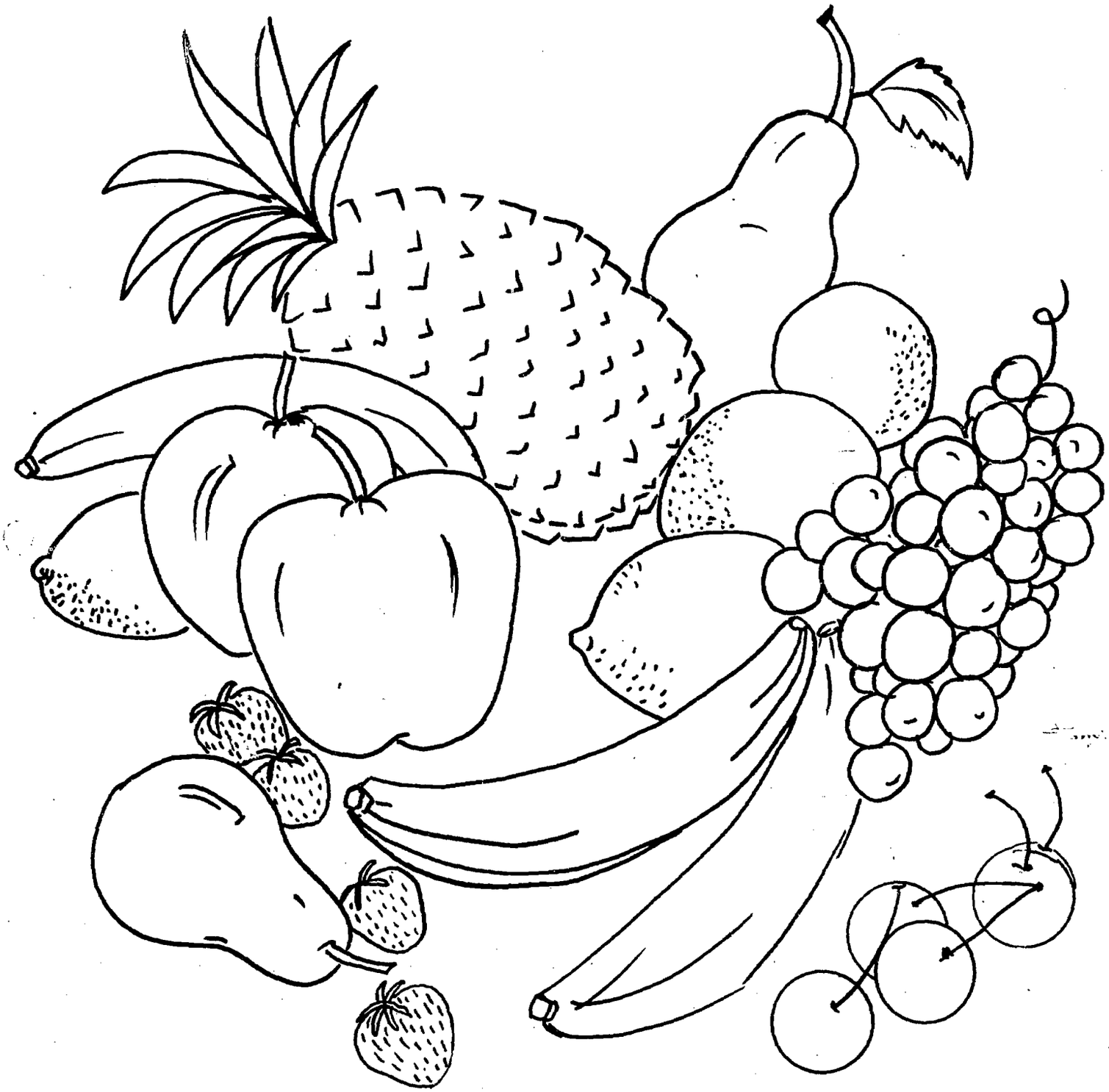
ACTIVITY TYPE: Individual x For 2 x For small group x For large group _____

TIME RANGE: 10 to 20 minutes

OPTIMUM EXPOSURE: 1 or 2 x 3 to 5 _____ Several spaced practices x

SUCCESS CRITERIA:

Student gains fluency in discussing food.



CODE 9 1 ☐ ☐ ☐ ☐ (WS 30)

STUDENT NEED:
(What can't he do?)

Needs vocabulary: carrot(s), potato(es), tomato(es), nut(s)

PRESCRIPTION:

Student works with student aide to learn vocabulary.

Suggested structure: Aide: What is this? (What are these?)

Student: This is a (These are)_____.

Pictures may be colored and cut apart for personal picture file.

EQUIPMENT REQUIRED:

Work Sheet 30, scissors, crayons.

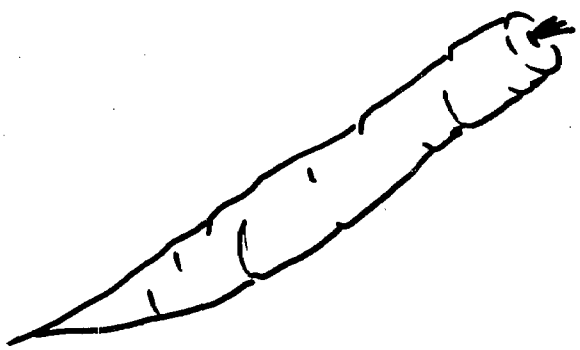
ACTIVITY TYPE: Individual x For 2 x For small group x For large group _____

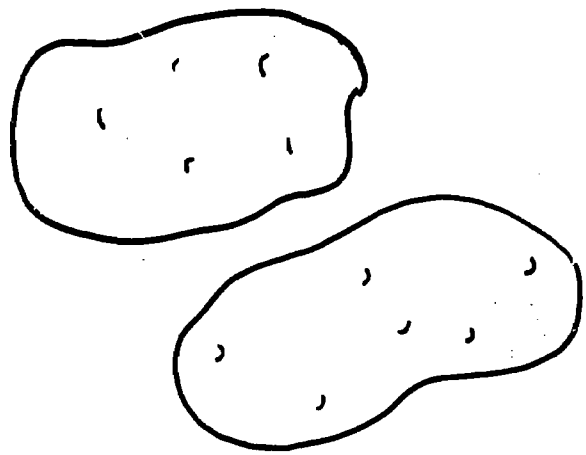
TIME RANGE: 10 to 20 minutes

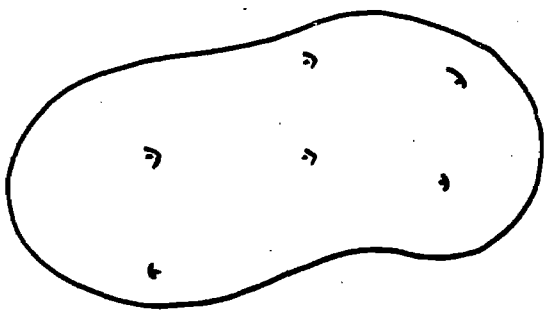
OPTIMUM EXPOSURE: 1 or 2 x 3 to 5 _____ Several spaced practices x

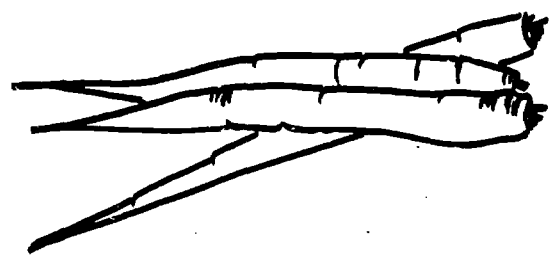
SUCCESS CRITERIA:

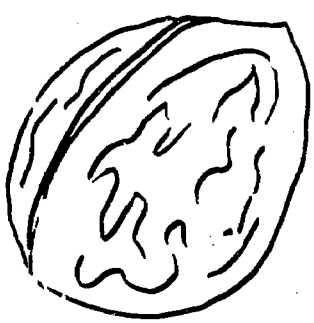
Student can identify and name above vocabulary.

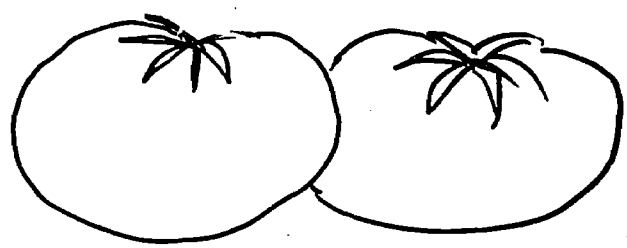


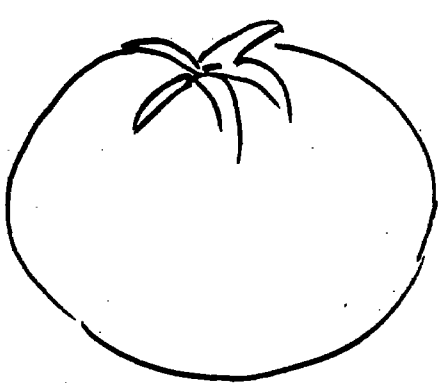












CODE 9 1 ☐ ☐ ☐ ☐ (WS 31)

STUDENT NEED:
(What can't he do?)

Needs practice: food words grapes, lettuce, orange, banana, egg, apple, cookie, cupcake, fish

Color words

PRESCRIPTION:

Student identifies color words with colors, checking labels on crayons if necessary. He copies color words below appropriate picture of food. Student aide checks. He may then color the picture.

Suggested structure:

Aide: What color is (are) the_____?

Student: The_____is (are) (color)_____.

EQUIPMENT REQUIRED:

Work Sheet 31, crayons.

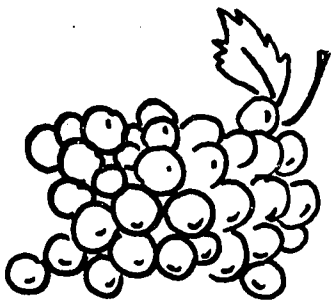
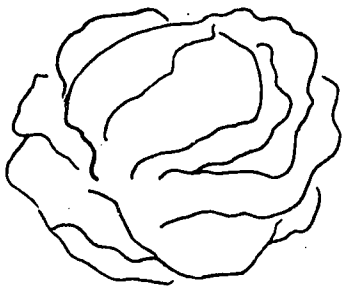
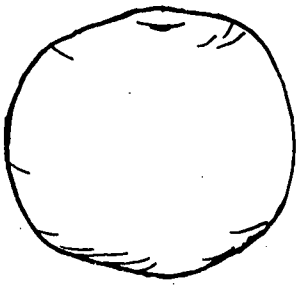
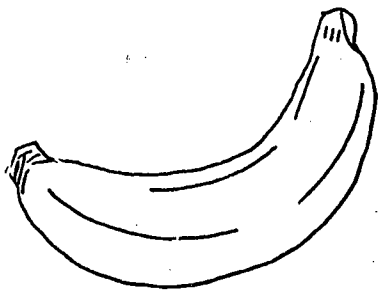
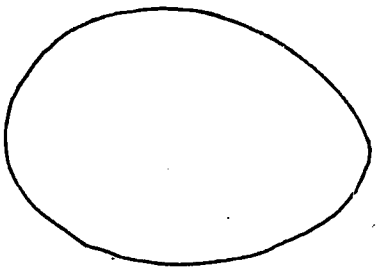
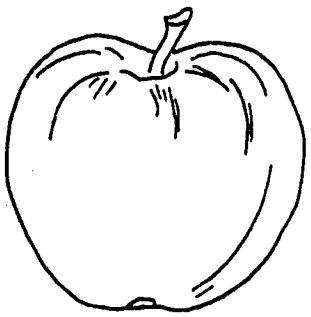
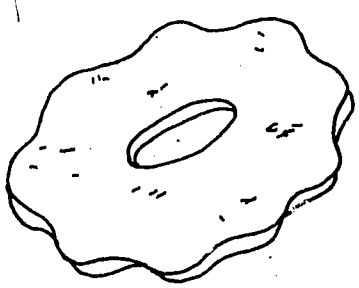
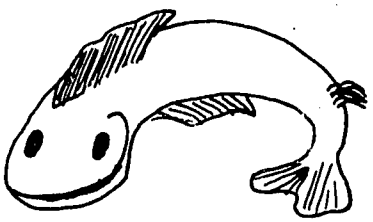
ACTIVITY TYPE: Individual x For 2 x For small group x For large group _____

TIME RANGE: 10 to 20 minutes

OPTIMUM EXPOSURE: 1 or 2 x 3 to 5 _____ Several spaced practices x

SUCCESS CRITERIA:

Student can identify and name colors and above food words.

red	blue	yellow
orange	green	purple
brown	black	white

CODE 10 (WS 32)

STUDENT NEED:
(What can't he do?)

Needs vocabulary: cat, dress, hat, ball

PRESCRIPTION:

Student works with student aide to learn vocabulary.

Suggested structure: This is a _____.

Child may color picture when he can name it.

It may be cut apart and filed in an envelope for review and games.

EQUIPMENT REQUIRED:
Work Sheet 32, scissors, crayons

ACTIVITY TYPE: Individual x For 2 x For small group x For large group ____

TIME RANGE: 10 to 20 minutes

OPTIMUM EXPOSURE: 1 or 2 x 3 to 5 ____ Several spaced practices x

SUCCESS CRITERIA:

Student can identify and use above vocabulary.

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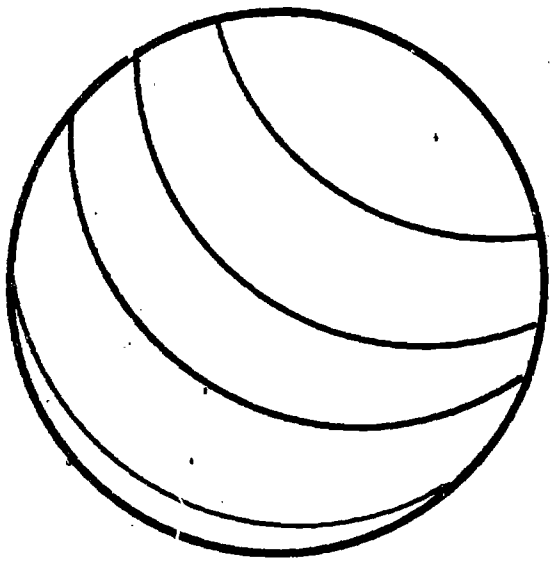
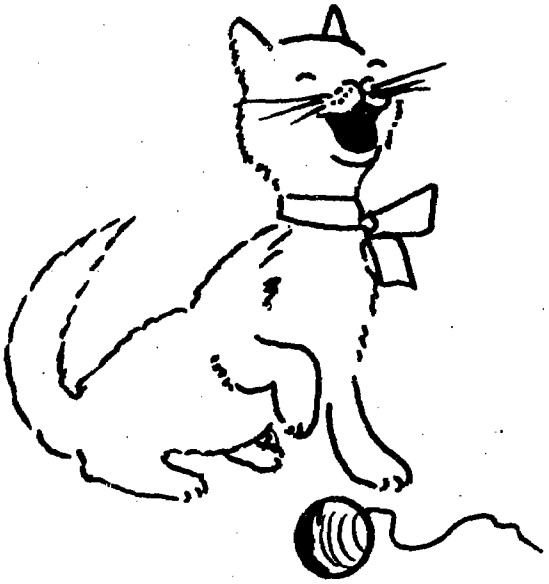
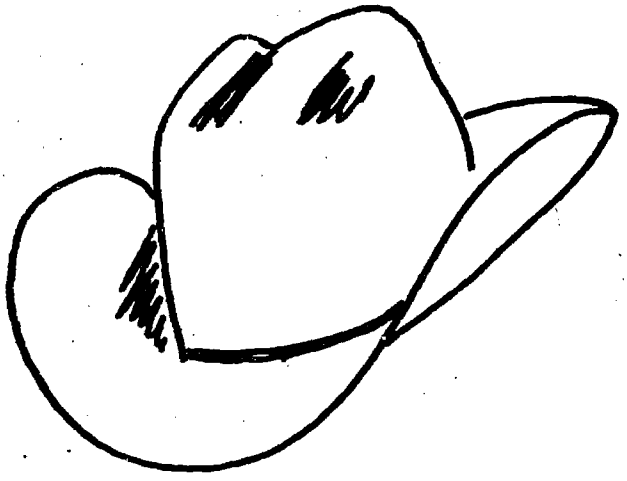






CODE 0 ☐☐☐☐☐ WS 33

STUDENT NEED:
(What can't he do?)

Needs vocabulary: pants, shoes, shirt, suitcase

PRESCRIPTION:

Student works with student aide to learn vocabulary.

Suggested structure:

Aide: I see a _____.

Student: I see a _____.

Aide: He(She) is putting the _____ in the suitcase.

Student: He(She) is putting the _____ in the suitcase.

Picture may be colored before conversation to include color words in drill.

EQUIPMENT REQUIRED:

Work Sheet 33, crayons

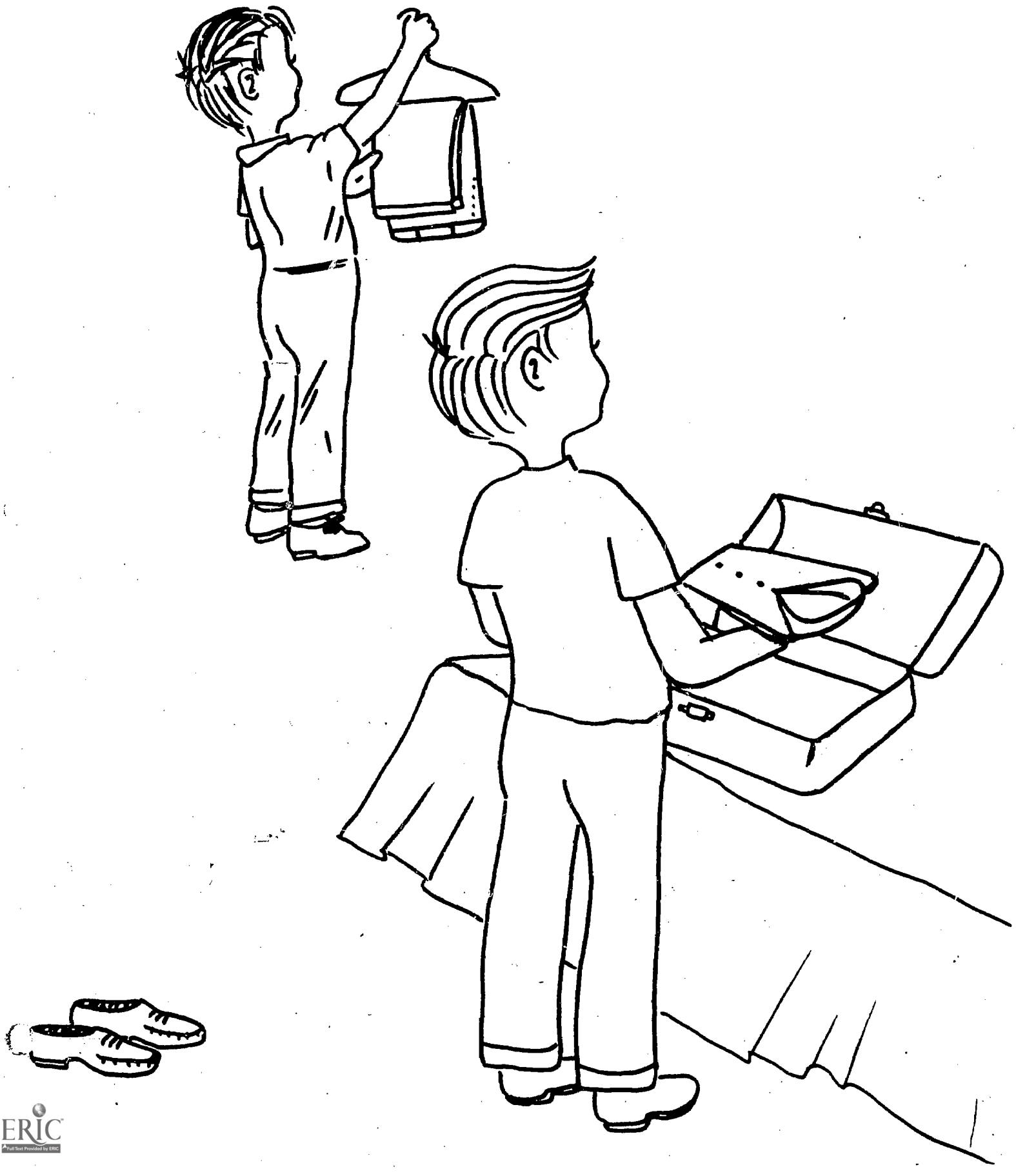
ACTIVITY TYPE: Individual x For 2 ____ For small group x For large group ____

TIME RANGE: 10 to 20 minutes

OPTIMUM EXPOSURE: 1 or 2 x 3 to 5 ____ Several spaced practices x

SUCCESS CRITERIA:

Student can use above vocabulary.



CODE 12 1 4 ☐ ☐ ☐ ☐ (WS 34)

STUDENT NEED:
(What can't he do?)

Needs birthday vocabulary.

PRESCRIPTION:

Use illustration for a discussion of birthday celebrations.

Suggested structure:

Use whatever sentence structures are appropriate to language development of each child.

EQUIPMENT REQUIRED:

Work Sheet 34, crayons if desired.

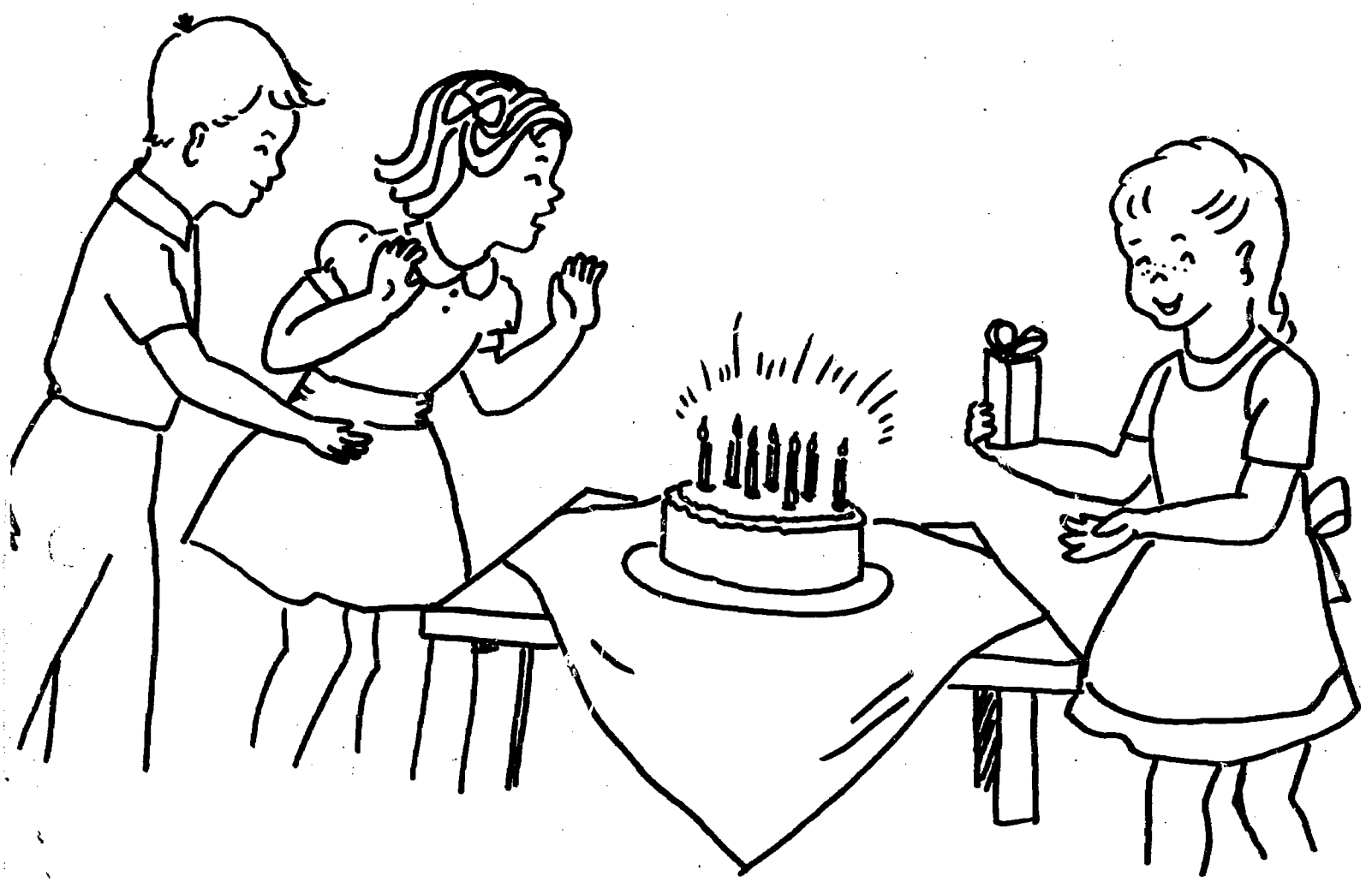
ACTIVITY TYPE: Individual x For 2 x For small group x For large group x

TIME RANGE: 10 to 20 minutes

OPTIMUM EXPOSURE: 1 or 2 _____ 3 to 5 _____ Several spaced practices x

SUCCESS CRITERIA:

Student gains competence in talking about birthday celebrations.



CODE 3 2 ☐ ☐ ☐ ☐ (WS 35)

STUDENT NEED:
(What can't he do?)

Needs practice with playground words.

PRESCRIPTION:

Student works with student aide to use vocabulary.

Suggested structure:

Aide: Do you like to play_____?

What do you like to play?

What did you play yesterday?

Aide accepts any reasonable response.

EQUIPMENT REQUIRED:
Work Sheet 35

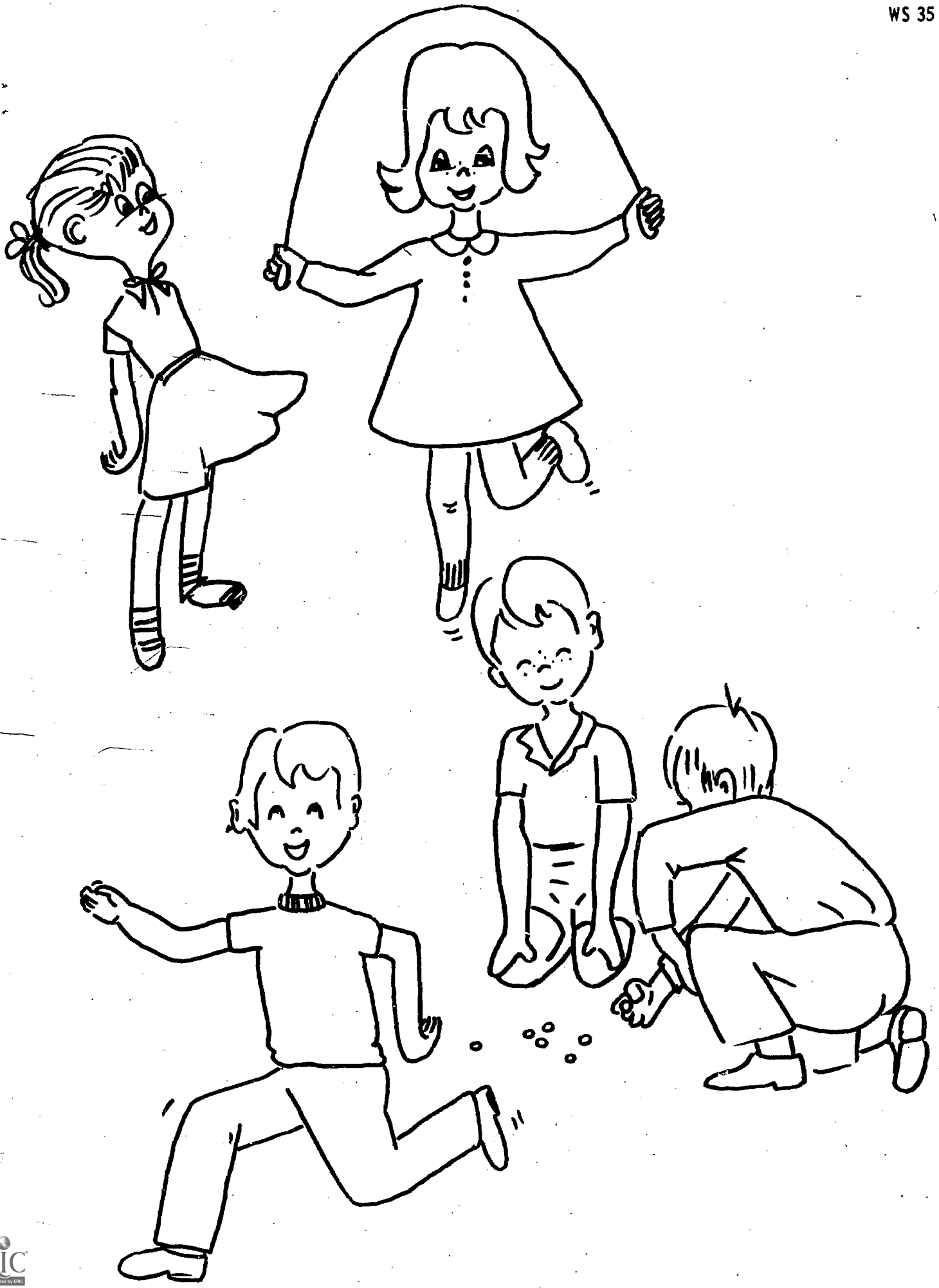
ACTIVITY TYPE: Individual x For 2 x For small group x For large group ____

TIME RANGE: 10 to 20 minutes

OPTIMUM EXPOSURE: 1 or 2 x 3 to 5 ____ Several spaced practices x

SUCCESS CRITERIA:

Student can discuss picture.



CODE 14 1 ☐ ☐ ☐ ☐ (WS 36)

STUDENT NEED:
(What can't he do?)

Needs vocabulary: house, tree, bushes, flowers, dog, man, chest.

PRESCRIPTION:

Prepare pictures for flannel board use. Student works with student aide to learn vocabulary. With the help of the aide he tells a story using the objects.

Suggested structure:

Select structure according to developmental level of student.

EQUIPMENT REQUIRED:

Work Sheet 36, Flannel board, suitable backing for pictures (such as felt or sandpaper); crayons (optional); scissors.

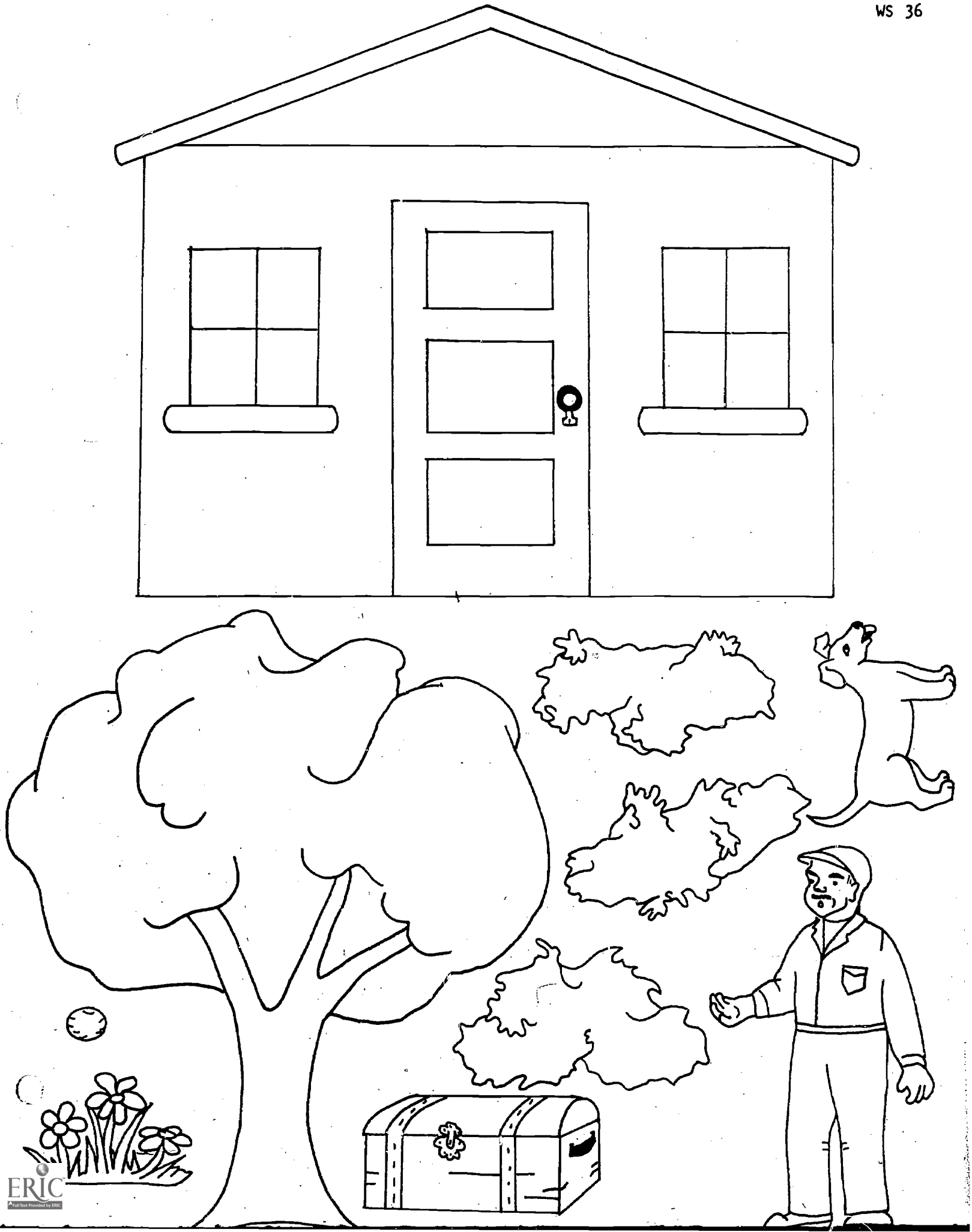
ACTIVITY TYPE: Individual x For 2 x For small group x For large group _____

TIME RANGE: 20 to 30 minutes

OPTIMUM EXPOSURE: 1 or 2 x 3 to 5 _____ Several spaced practices x

SUCCESS CRITERIA:

Child can use above vocabulary in a story setting.



CODE 14 3 ☐ ☐ ☐ ☐ (WS 37)

STUDENT NEED:
(What can't he do?)

Needs vocabulary of living room: chair, pillow, table, radio, lamp, newspaper, calendar, picture, vase, flowers, TV, wall, floor.

PRESCRIPTION:

Student works with student aide to learn vocabulary. As he is successful, he may color the object he can name.

Suggested structure:

Teacher Check-up using new Work Sheet. Color the (object) (color)

EQUIPMENT REQUIRED:

Work Sheet 37, crayons.

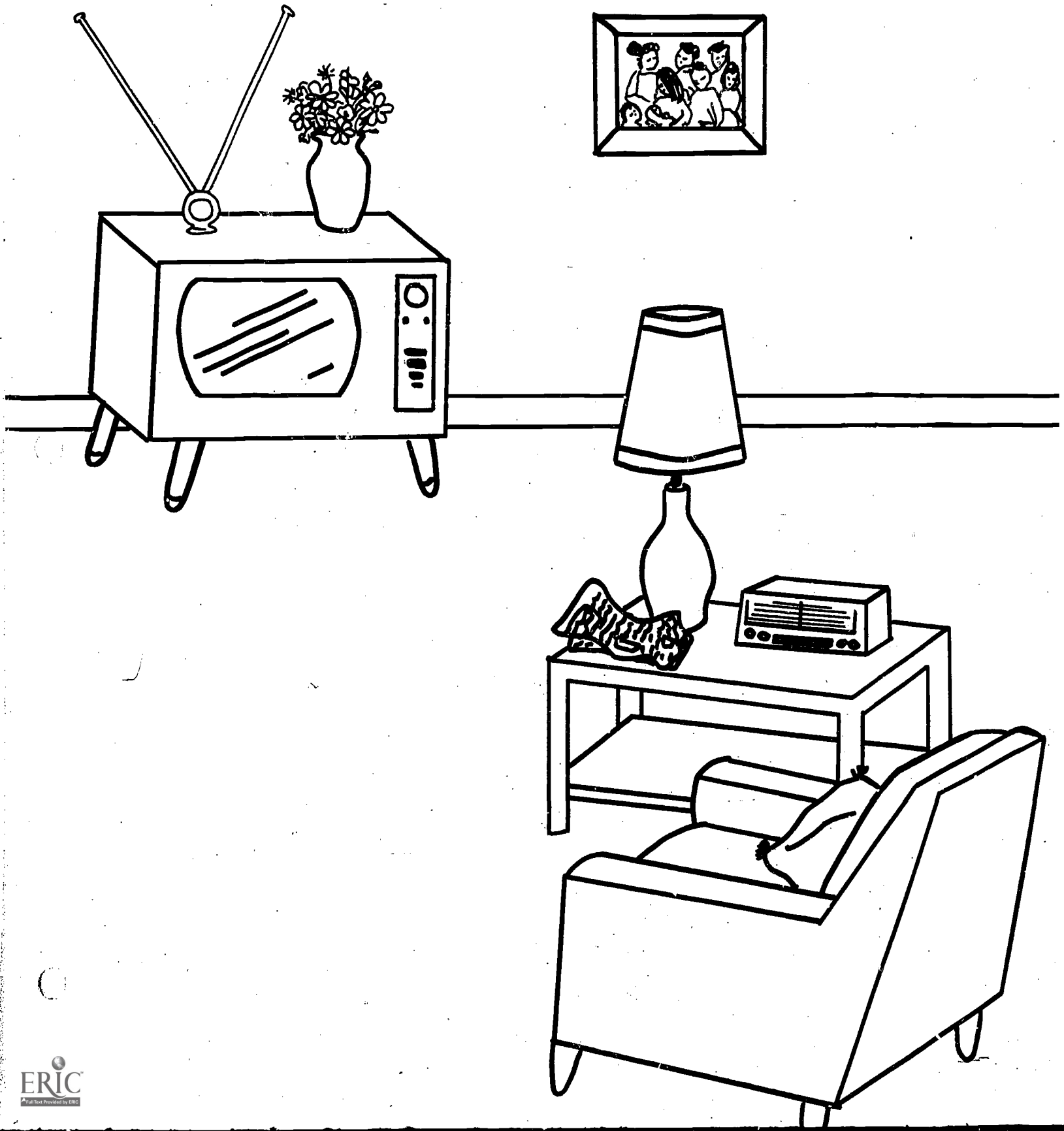
ACTIVITY TYPE: Individual x For 2 x For small group x For large group _____

TIME RANGE: 10 to 20 minutes

OPTIMUM EXPOSURE: 1 or 2 x 3 to 5 x Several spaced practices x

SUCCESS CRITERIA:

Student has learned above vocabulary.



CODE 14 4 ☐ ☐ ☐ ☐ (WS 38)

STUDENT NEED:
(What can't he do?)

Needs vocabulary of kitchen and dining room: stove, sink, table, chair(s), plate(s), fork(s), spoon(s), knife (knives), bread, salt and pepper, cook, set the table

PRESCRIPTION:

Student works with student aide to learn vocabulary.

Suggested structure:

Aide: What is on the table?

Student: A (Some)_____is (are) on the table.

Aide: What did she put on the table?

Student: She put a (some)_____on the table.

EQUIPMENT REQUIRED:

Work Sheet 38.

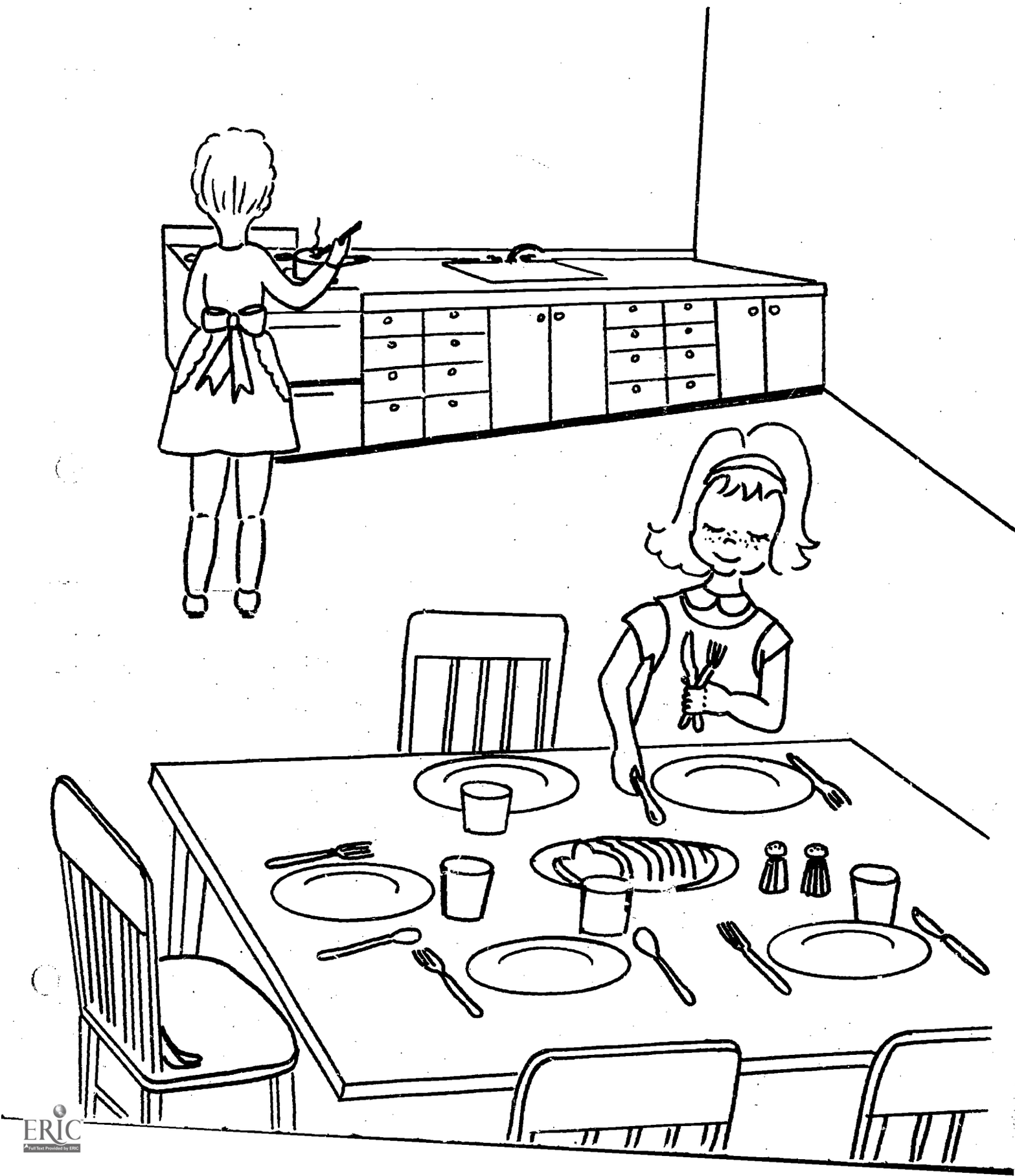
ACTIVITY TYPE: Individual x For 2 x For small group x For large group _____

TIME RANGE: 10 to 20 minutes

OPTIMUM EXPOSURE: 1 or 2 x 3 to 5 _____ Several spaced practices x

SUCCESS CRITERIA:

Student can discuss picture using above vocabulary.



CODE 14 4 ☐ ☐ ☐ ☐ (WS 39)

STUDENT NEED:
(What can't he do?)

Needs vocabulary: knife, cup, spoon, plate, fork, glass

PRESCRIPTION:

Cut pictures apart to use.
Student works with aide to learn vocabulary.

Suggested structure:

Aide: What do you have?
Student: I have a_____.

Aide: What will you put on the table?
Student: I will put the_____on the table.

Pictures may be colored and placed in picture file.

EQUIPMENT REQUIRED:

Work Sheet 39.

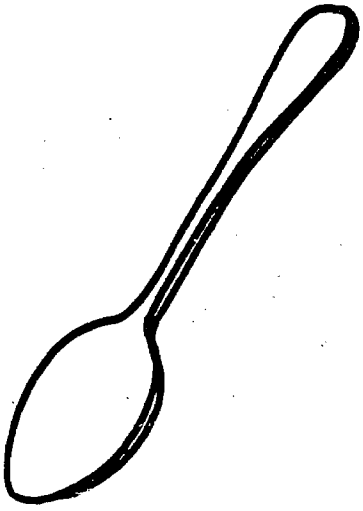
ACTIVITY TYPE: Individual x For 2 x For small group x For large group

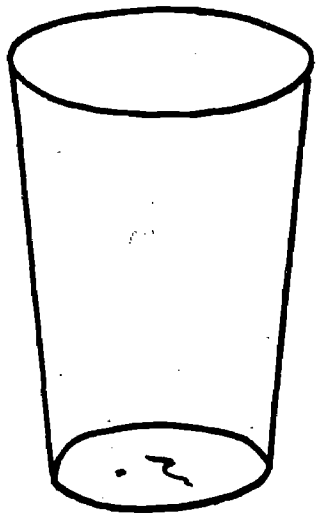
TIME RANGE: 10 to 20 minutes

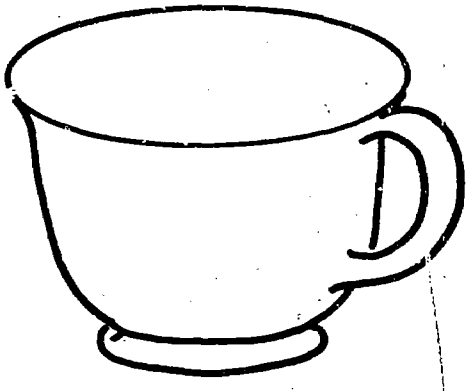
OPTIMUM EXPOSURE: 1 or 2 x 3 to 5 Several spaced practices x

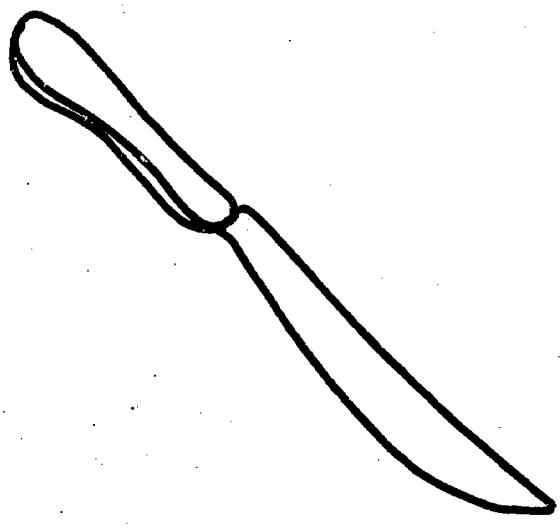
SUCCESS CRITERIA:

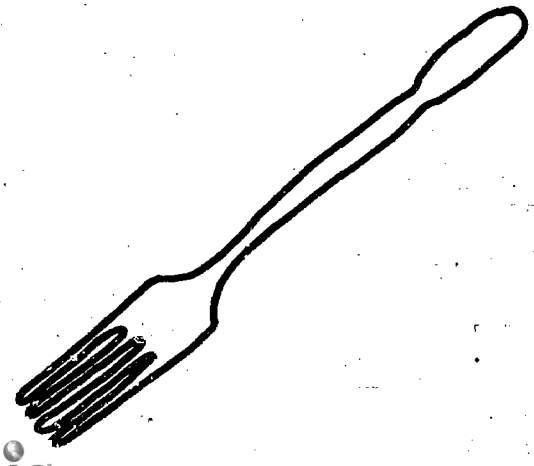
Student can use above vocabulary correctly.

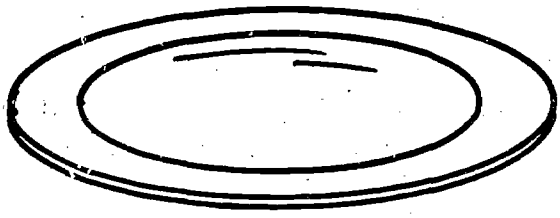












CODE 15 1 ☐ ☐ ☐ ☐ (WS 40)

STUDENT NEED:
(What can't he do?)

Needs vocabulary: big, little

Needs to learn correct placement in sentence.

PRESCRIPTION:

Student works with student aide to identify and name each big and little object.

Suggested structure: That is a (big) (little) _____.

Student may color pictures in response to directions:
Color the (big) (little) _____(color).

Cut pictures apart and file for review and games.

EQUIPMENT REQUIRED:

Work Sheet 40, crayons, scissors

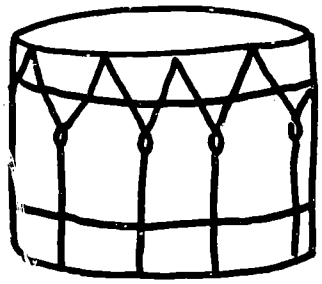
ACTIVITY TYPE: Individual x For 2 x For small group x For large group _____

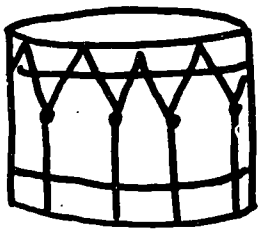
TIME RANGE: 10 to 20 minutes

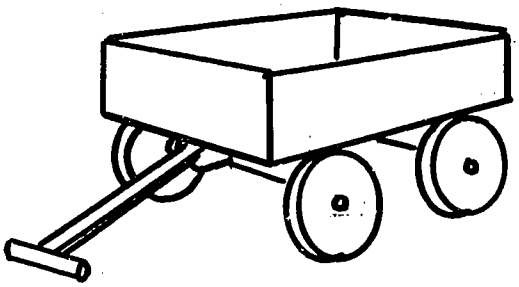
OPTIMUM EXPOSURE: 1 or 2 x 3 to 5 _____ Several spaced practices x

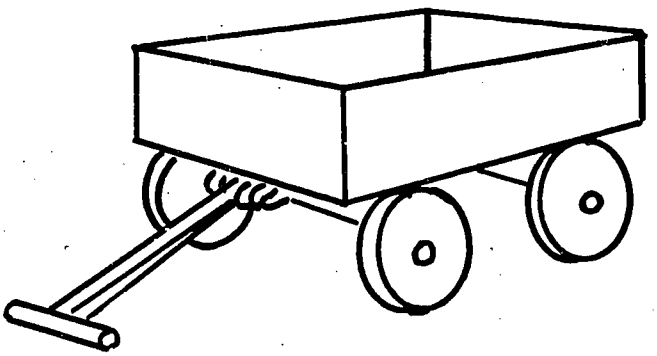
SUCCESS CRITERIA:

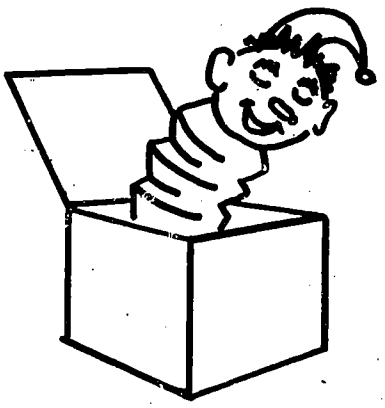
Child can identify each object by size and name.

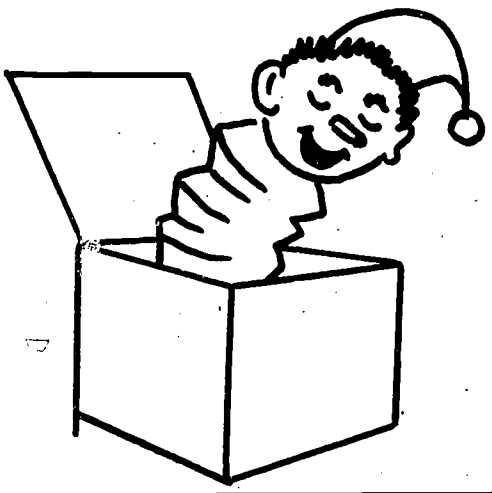


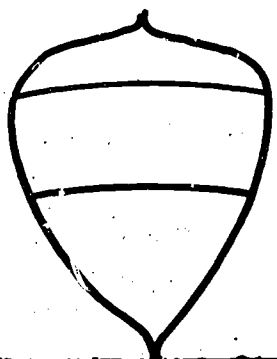


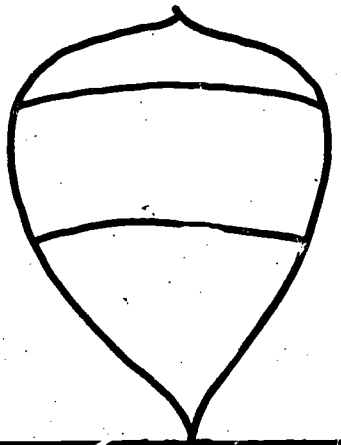












CODE 15 2 ☐ ☐ ☐ ☐ (WS 41)

STUDENT NEED:
(What can't he do?)

Needs vocabulary: long, short, clean, dirty

PRESCRIPTION:

Student works with student aide to learn vocabulary.

Suggested structure:

Aide: Find the (long) (short) coat.

Student: This is the (long) (short) coat.

Aide: Find the (clean) (dirty) dress.

Student: This is the (clean) (dirty) dress.

Pictures may be colored and cut apart for picture files.

EQUIPMENT REQUIRED:
Work Sheet 41, scissors, crayons

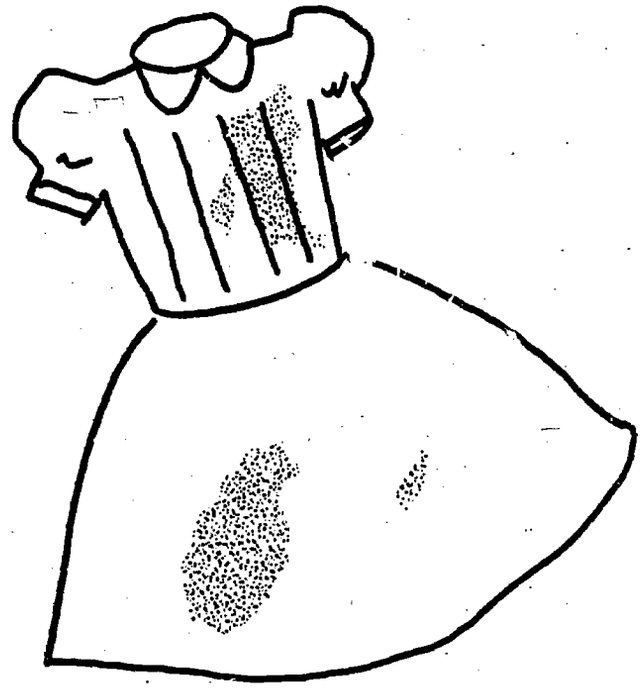
ACTIVITY TYPE: Individual x For 2 x For small group x For large group ____

TIME RANGE: 10 to 20 minutes

OPTIMUM EXPOSURE: 1 or 2 x 3 to 5 x Several spaced practices ____

SUCCESS CRITERIA:

Student can use above vocabulary correctly.



CODE [15] [3] [ ] [ ] [ ] [ ] (WS 42)

STUDENT NEED:
(What can't he do?)

Needs vocabulary: funniest, largest, tallest, shortest, smallest, lightest

PRESCRIPTION:

S dent works with student aide to learn vocabulary.

Suggested structure:

Aide: Which is the_____?

Student: This is the_____.

The_____ is the_____.

Pictures may be colored and cut apart for personal picture file.

EQUIPMENT REQUIRED:

Work Sheet 42, (crayons, scissors, optional)

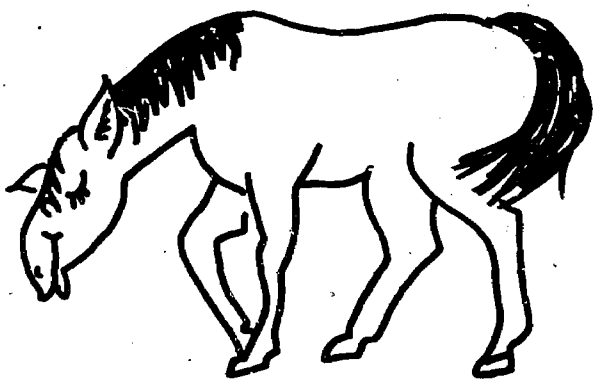
ACTIVITY TYPE: Individual x For 2 x For small group _____ For large group _____

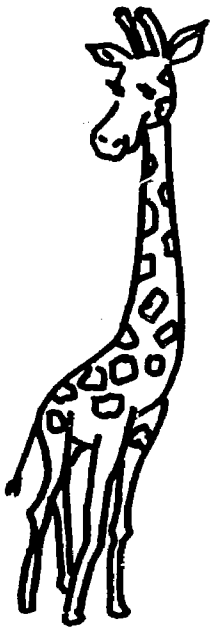
TIME RANGE: 10 to 20 minutes

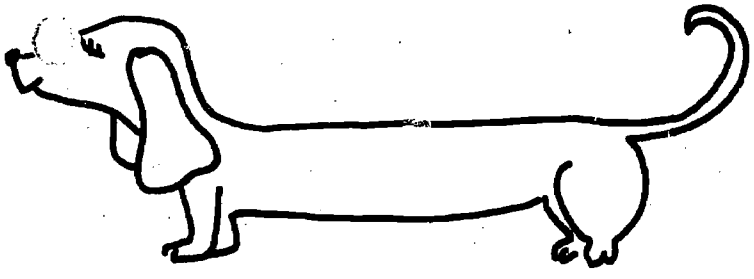
OPTIMUM EXPOSURE: 1 or 2 x 3 to 5 _____ Several spaced practices x

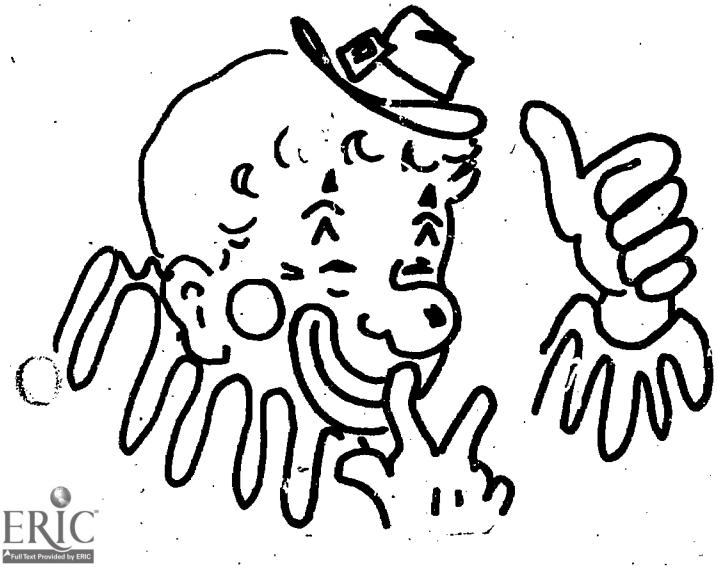
SUCCESS CRITERIA:

Student can use above vocabulary correctly.









CODE 15 3 ☐ ☐ ☐ ☐ (WS 43)

STUDENT NEED:
(What can't he do?)

Needs vocabulary: largest, heaviest, shortest, tallest, lightest, smallest

PRESCRIPTION:

Cut each sheet into sets of three of each subject.
Student works with student aide to learn vocabulary.

Suggested structure:

Aide: Is this_____the_____?

Student: Yes, it is. (No, it isn't.)

Aide: Which _____is the_____?

Pictures may be colored and cut apart for picture file.

EQUIPMENT REQUIRED:

Work Sheet 43

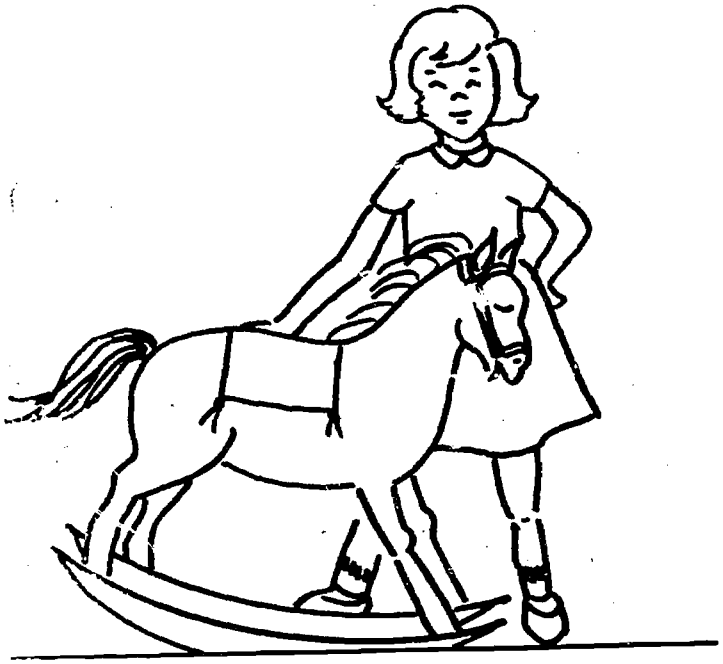
ACTIVITY TYPE: Individual x For 2 ____ For small group x For large group ____

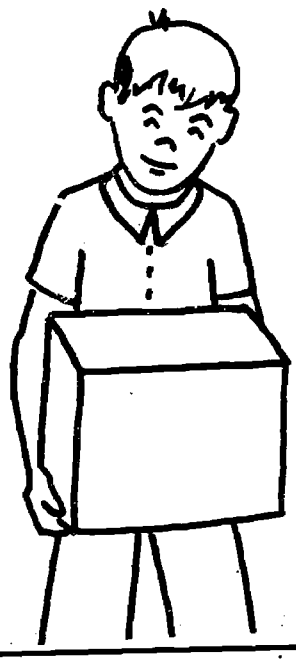
TIME RANGE: 10 to 20 minutes

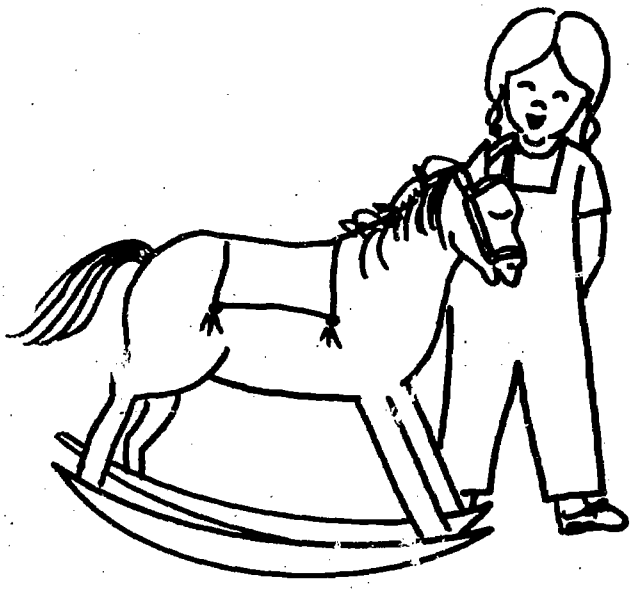
OPTIMUM EXPOSURE: 1 or 2 x 3 to 5 ____ Several spaced practices x

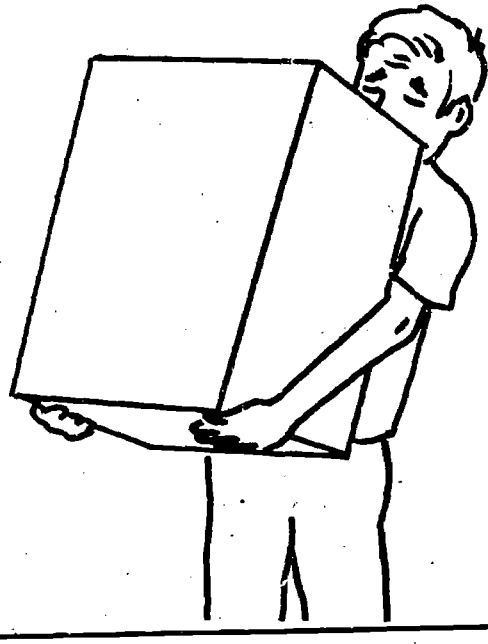
SUCCESS CRITERIA:

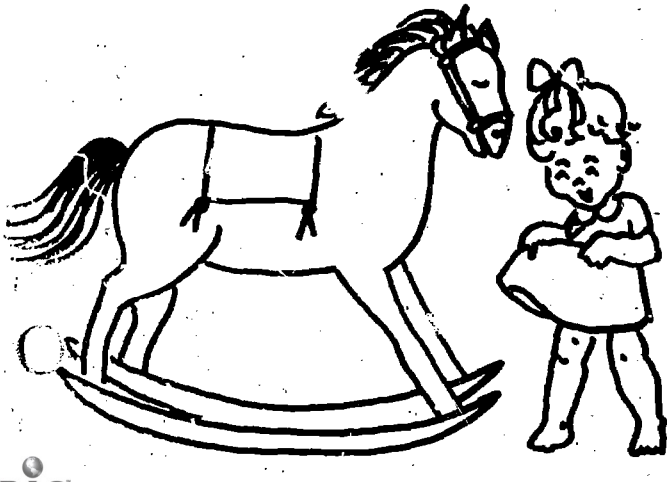
Student can use above vocabulary correctly.

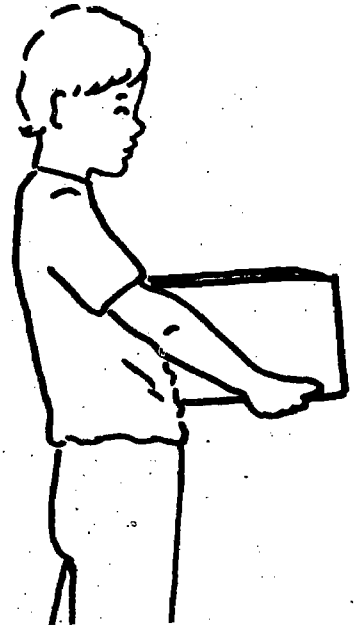












CODE 16 ☐☐☐☐☐ (WS 44)

STUDENT NEED:
(What can't he do?)

Needs vocabulary: train, tracks, bus, road, sidewalk, tunnel, through, overpass, under

PRESCRIPTION:

Student works with student aide to learn vocabulary.

Suggested structure:

Aide: Where is the_____?

Student: The_____is on the_____.

The bridge is over the road.

Aide: Where does the_____go?

Student: The _____goes on (over, through) the_____.

EQUIPMENT REQUIRED:

Work Sheet 44

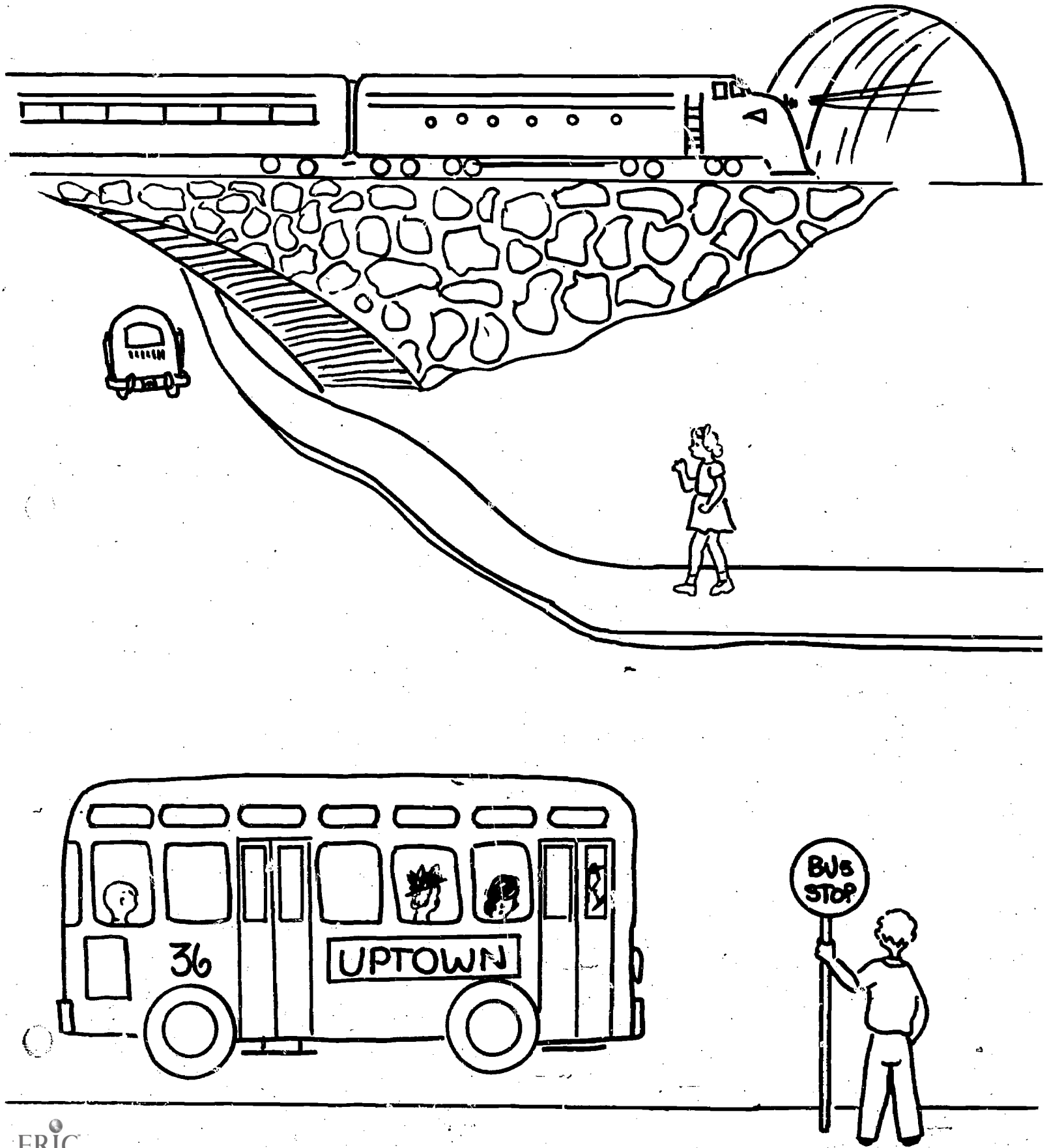
ACTIVITY TYPE: Individual x For 2 x For small group x For large group _____

TIME RANGE: 10 to 20 minutes

OPTIMUM EXPOSURE: 1 or 2 x 3 to 5 _____ Several spaced practices x

SUCCESS CRITERIA:

Student can use above vocabulary correctly.


36
UPTOWN
BUS STOP

CODE 16 ☐☐☐☐☐ (WS 45)

STUDENT NEED:
(What can't he do?)

Needs vocabulary: airplane(s), parachute, car, fence, mountain(s), airport, helicopter in the air, on the ground.

PRESCRIPTION:

Student works with student aide to learn vocabulary.

Suggested structure:

Aide: What is this?

Student: This is a _____.

Aide: What is in the air?

Student: The_____is in the air.

Aide: What is on the ground?

Student: The_____is on the ground.

EQUIPMENT REQUIRED:

Work Sheet 45

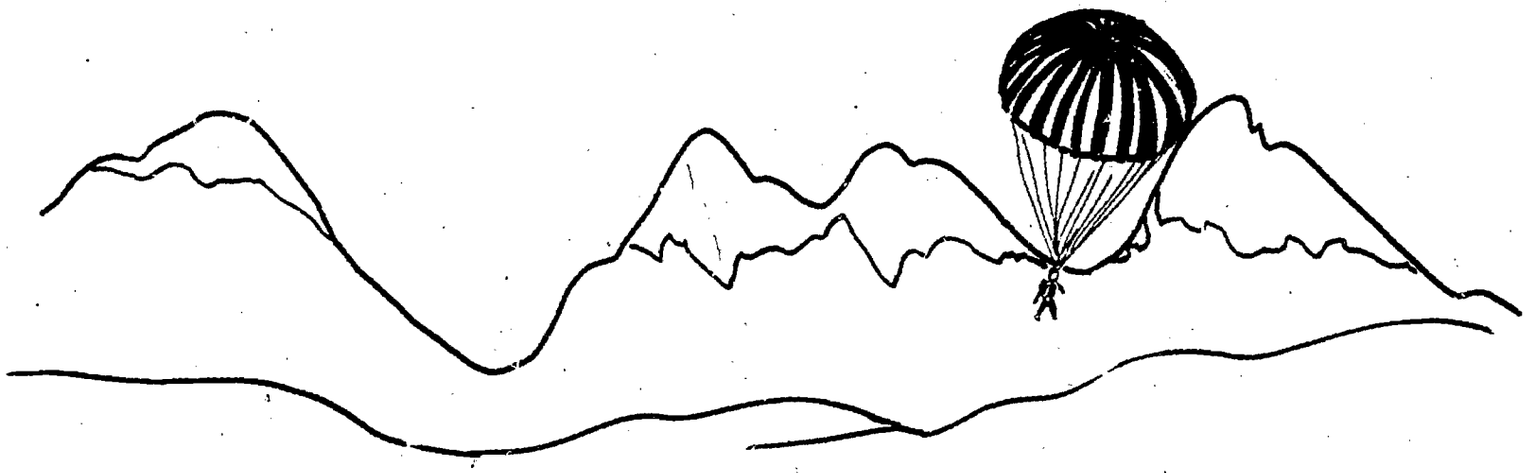
ACTIVITY TYPE: Individual x For 2 x For small group x For large group _____.

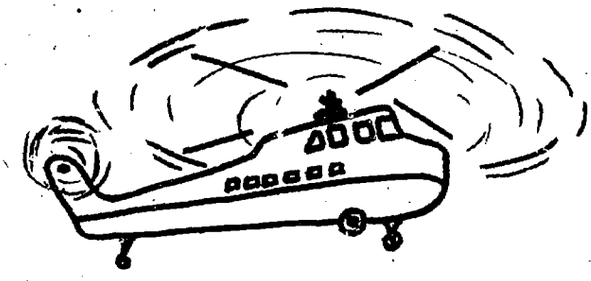
TIME RANGE _____10_____ to 20 _____ minutes

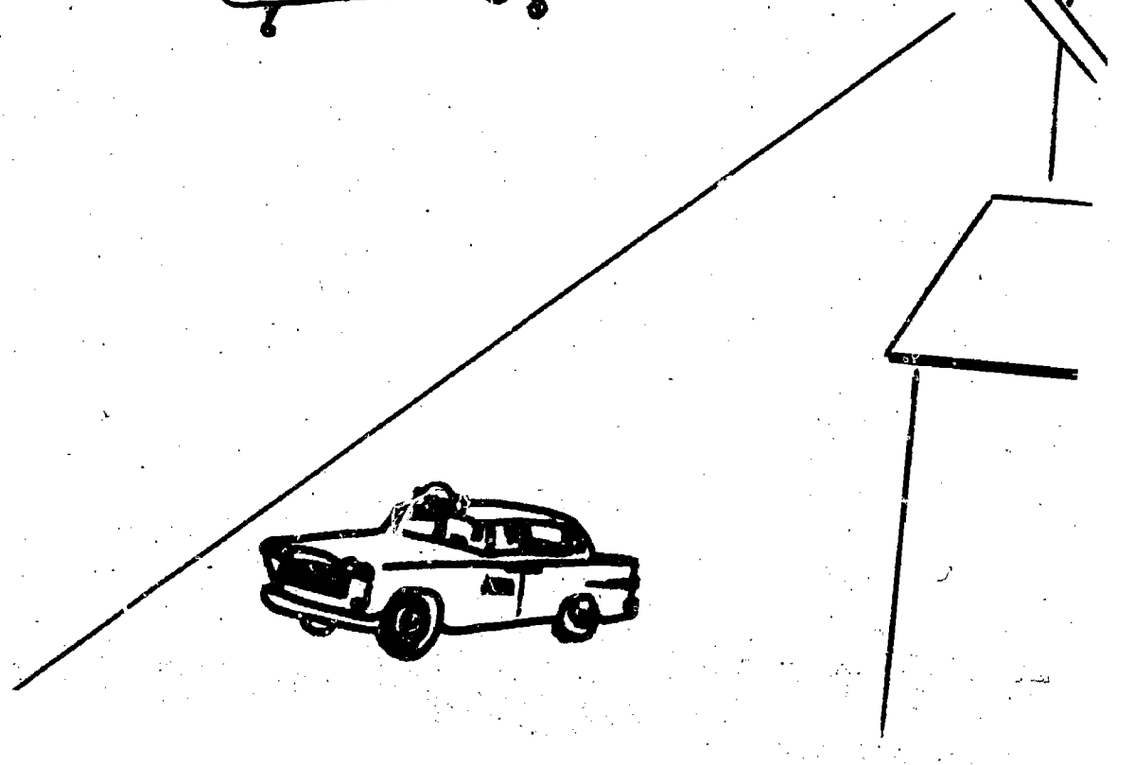
OPTIMUM EXPOSURE: 1 or 2 x 3 to 5 _____ Several spaced practices x

SUCCESS CRITERIA:

Student can use vocabulary above correctly.







CODE 17 ☐☐☐☐☐ (WS 46)

STUDENT NEED:
(What can't he do?)

Needs vocabulary: thirsty, hungry, happy, sick, cold, sleepy

PRESCRIPTION:

Student works with student aide to learn vocabulary.

Suggested structure: Is (he) (she)_____?

Yes, (he) (she) is_____.

Pictures may be colored, cut apart, and filed.

EQUIPMENT REQUIRED:

Work Sheet 46, crayons, scissors

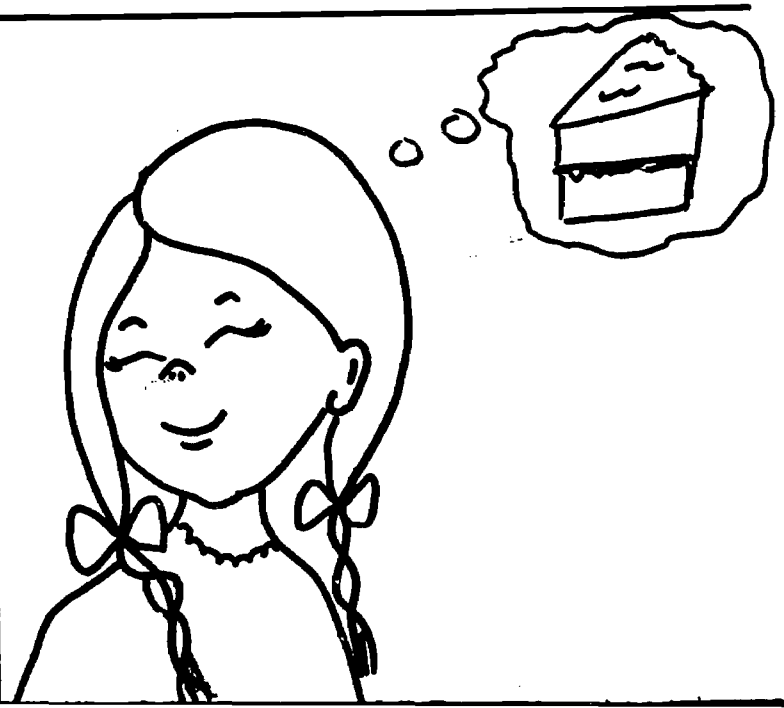
ACTIVITY TYPE: Individual x For 2 x For small group x For large group _____

TIME RANGE: 10 to 20 minutes

OPTIMUM EXPOSURE: 1 or 2 x 3 to 5 _____ Several spaced practices x

SUCCESS CRITERIA:

Student can use above vocabulary correctly.



CODE 17 ☐☐☐☐☐ (WS 47)

STUDENT NEED:
(What can't he do?)

Review thirsty, hungry, sick, cold, warm, and sleepy.

PRESCRIPTION:

Student works with teacher or aide to review telling how you feel.

Aide: How do you feel?

Suggested structure: Student: I am_____. (thirsty, hungry, sick, cold, warm, and sleepy)

Aide: Here's a _____for you.

Procedure: Pictures are cut apart and given to student in response to need expressed.
Example: Student # 1 -- I am hungry.
Aide: Here is a hot dog for you.
Student # 2 -- I am sick.
Aide -- Well, let's take your temperature.
When possible, reverse roles.

EQUIPMENT REQUIRED:

Work Sheet 47, cut into separate pictures.

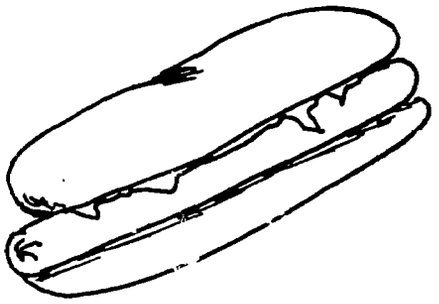
ACTIVITY TYPE: Individual x For 2 x For small group x For large group _____

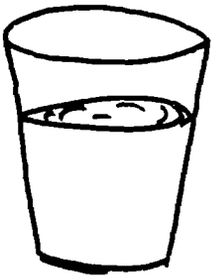
TIME RANGE: 10 to 20 minutes

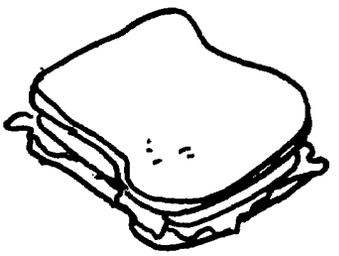
OPTIMUM EXPOSURE: 1 or 2 x 3 to 5 _____ Several spaced practices x

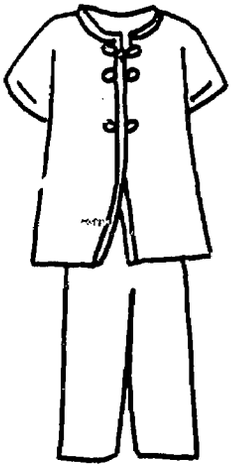
SUCCESS CRITERIA:

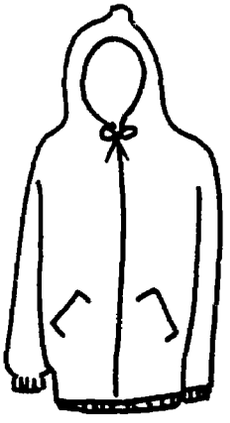
Student can tell how he feels.

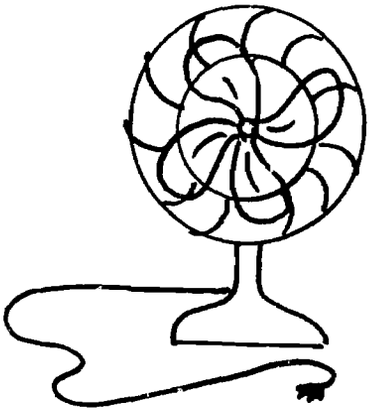


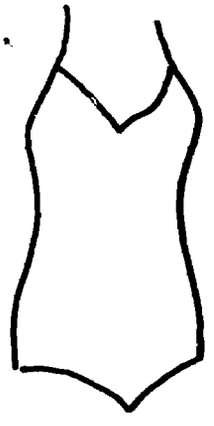


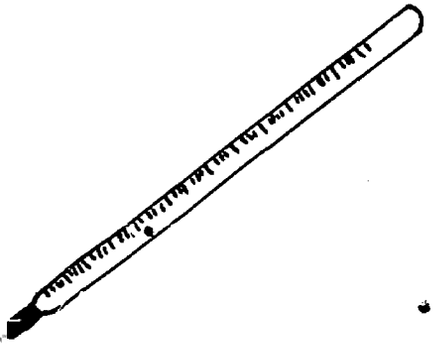


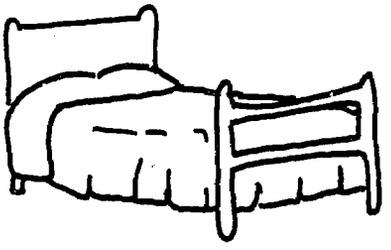












CODE 18 ☐☐☐☐☐ (WS 48)

STUDENT NEED:
(What can't he do?)

Needs practice using in and on.

PRESCRIPTION:

Student works with student aide to learn to identify pictures in small boxes. He may color them, then cut apart to use for following drill:

Suggested structure:

Aide: Put the_____(on the table) (in the box).
When did you put the_____?

Student: I put the_____(on the table) (in the box).
Aide: Where is the_____now?
Student: It's (in the box) (on the table).

EQUIPMENT REQUIRED:

Work Sheet 48, scissors, (crayons optional)

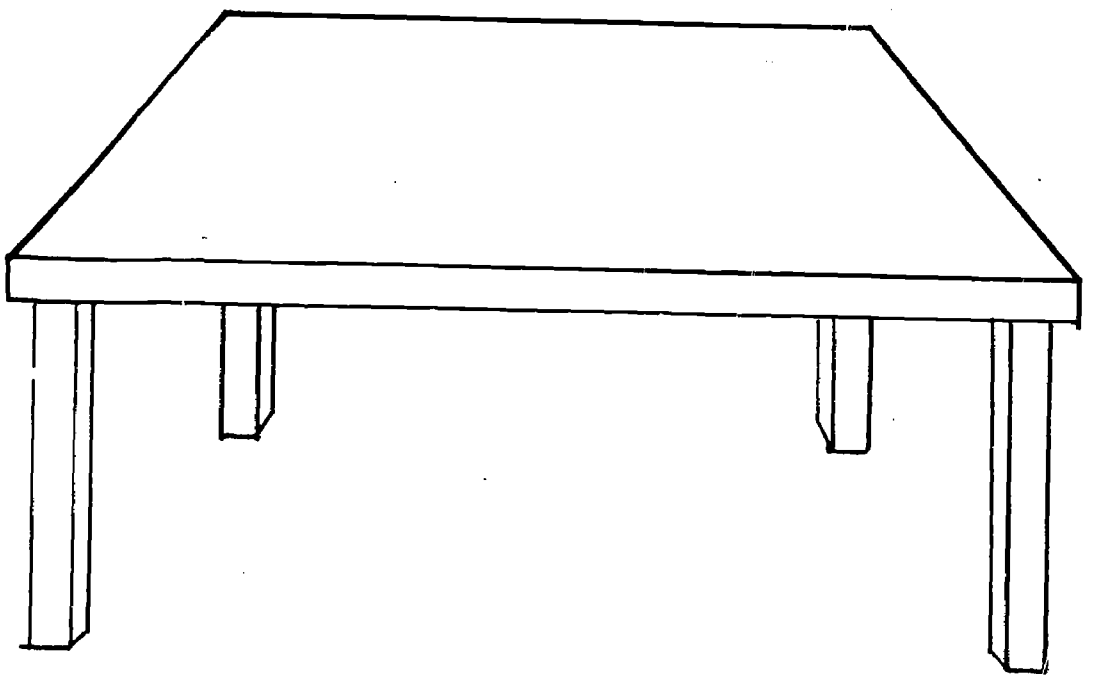
ACTIVITY TYPE: Individual x For 2 x For small group x For large group _____

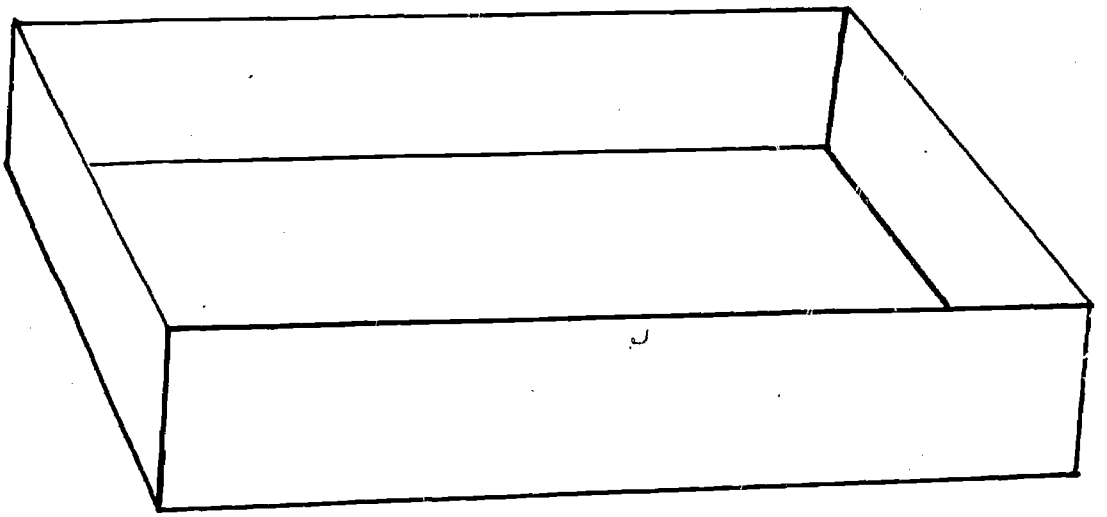
TIME RANGE: 10 to 20 minutes

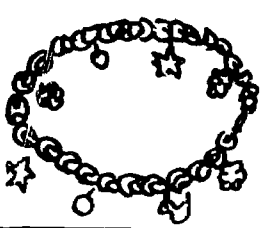
OPTIMUM EXPOSURE: 1 or 2 x 3 to 5 _____ Several spaced practices x

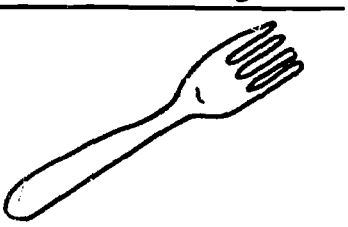
SUCCESS CRITERIA:

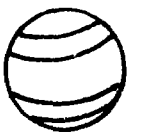
Student can state successfully the location of each of the small objects.

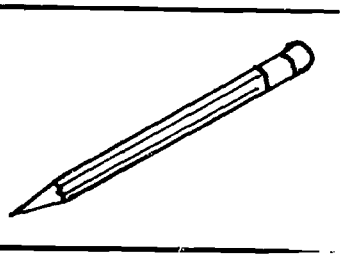


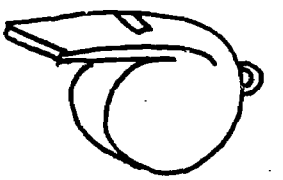


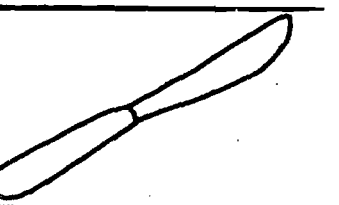


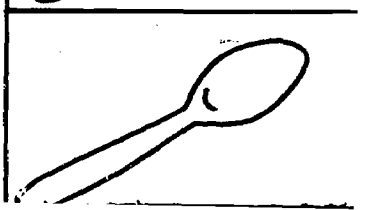












CODE 18 ☐☐☐☐☐ (WS 49)

STUDENT NEED:
(What can't he do?)

Needs to review food words and clothing words.
Needs to learn in the refrigerator, in the closet.

PRESCRIPTION:

Student reviews vocabulary with student aide. He cuts pictures apart.
He folds a large sheet of paper in half and pastes refrigerator and closet as headings.

Suggested structure:

(1) Aide: What do you put in the refrigerator (closet?).
Student: I put the_____in the refrigerator (closet).

(2) Aide: What will you put in the refrigerator (closet).
Student: I will put the_____in the refrigerator (closet).

(3) Aide: Should I put the_____in the_____?
Student: Yes, you should. (No, you shouldn't).

EQUIPMENT REQUIRED:

Work Sheet 49, scissors, paste, large sheet of paper.

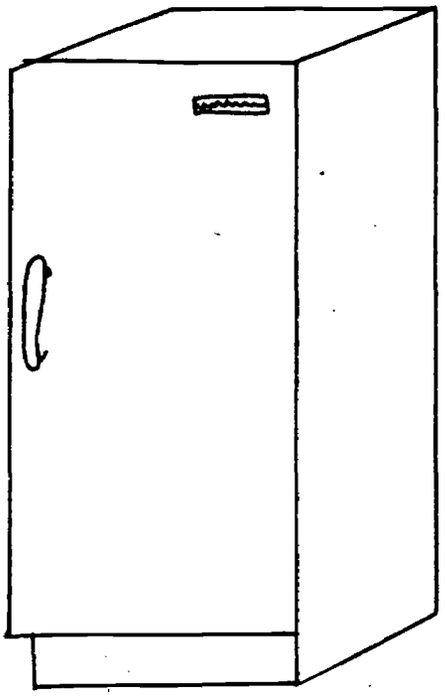
ACTIVITY TYPE: Individual x For 2 x For small group x For large group _____

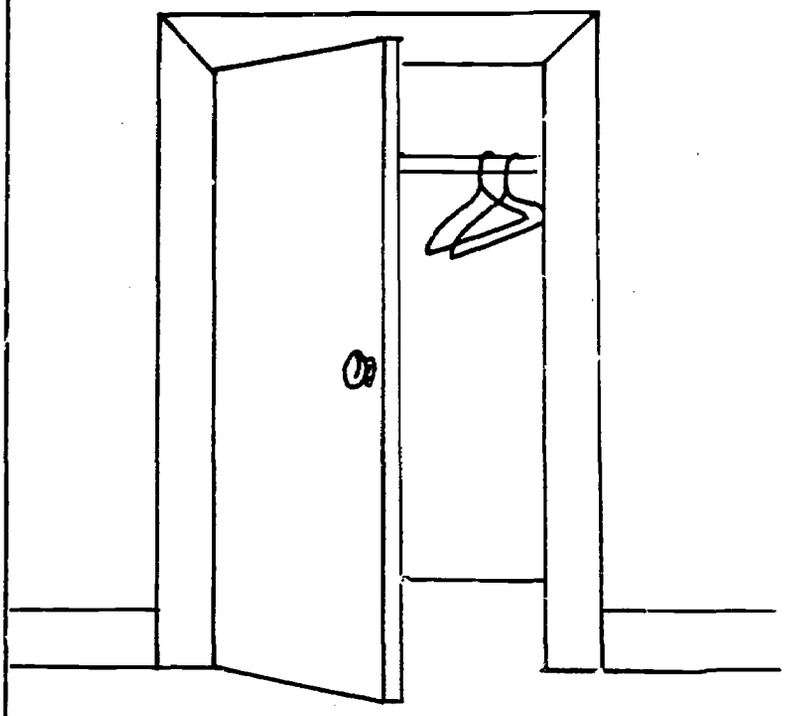
TIME RANGE: 10 to 20 minutes

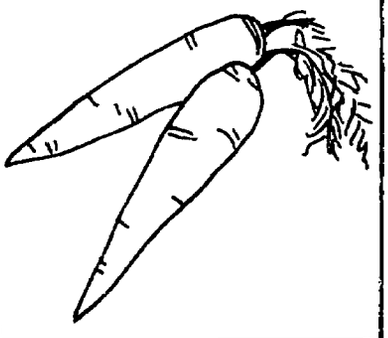
OPTIMUM EXPOSURE: 1 or 2 x 3 to 5 _____ Several spaced practices x

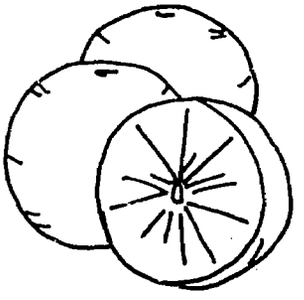
SUCCESS CRITERIA:

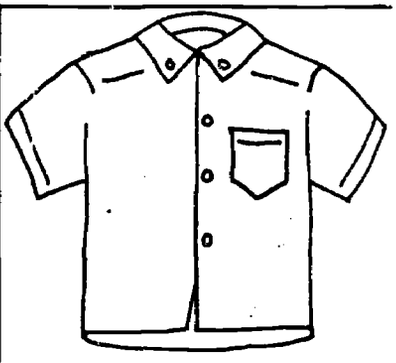
Student can identify pictures and place in proper place.

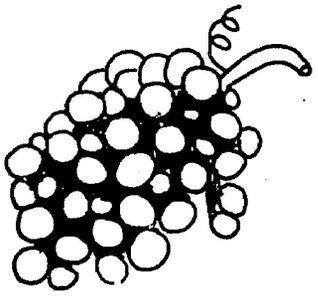


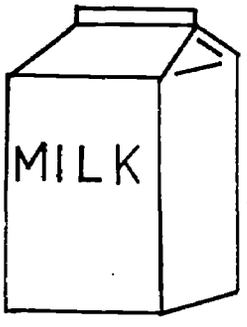








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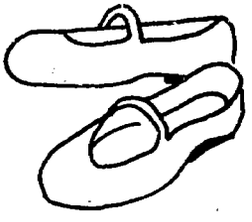
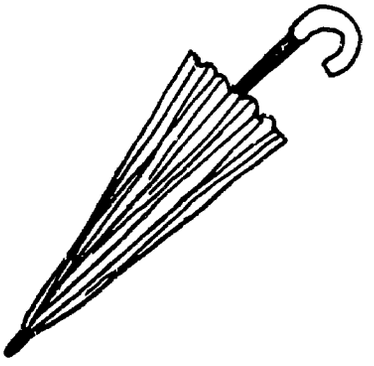
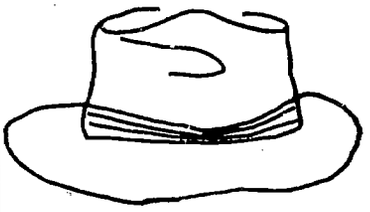
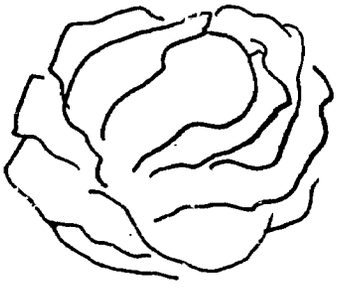








CODE 18 ☐☐☐☐☐ (WS 50,51)

STUDENT NEED:
(What can't he do?)

Needs practice with location phrases - in front of, in back of, under.

PRESCRIPTION:

Student cuts small pictures apart.
Student works with student aide to review names of all small pictures.
Aide then directs pasting activity.
Suggested structure:

Aide: "Paste the_____(in front of) (in back of)
(under) the (top) (middle) (bottom) car.

"Where did you put the_____?"

Student: "I put the_____(in front of) (in back of)
(under) the car.

EQUIPMENT REQUIRED:

Work Sheets 50, 51, scissors, paste.

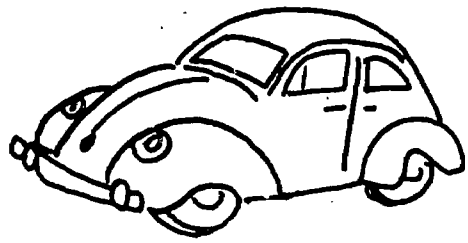
ACTIVITY TYPE: Individual x For 2 x For small group x For large group _____

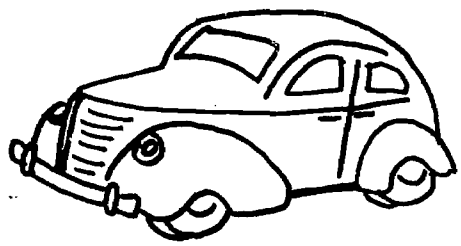
TIME RANGE: 10 to 20 minutes

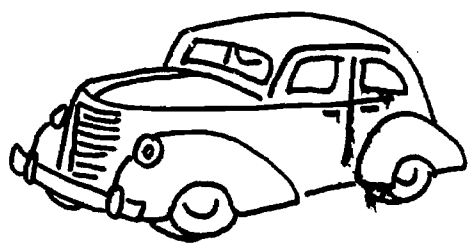
OPTIMUM EXPOSURE: 1 or 2 x 3 to 5 _____ Several spaced practices x

SUCCESS CRITERIA:

Student can use above location phrases correctly.

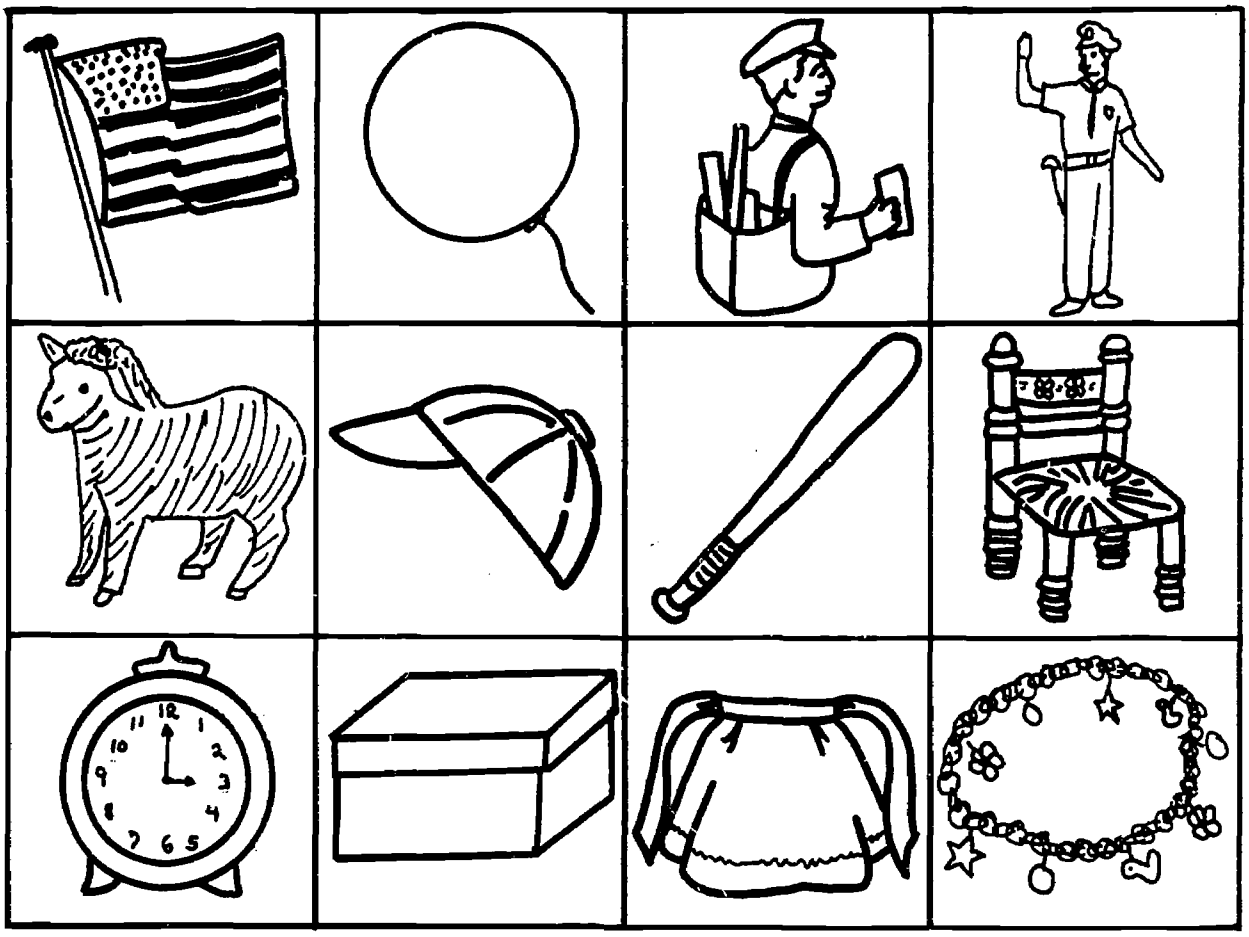


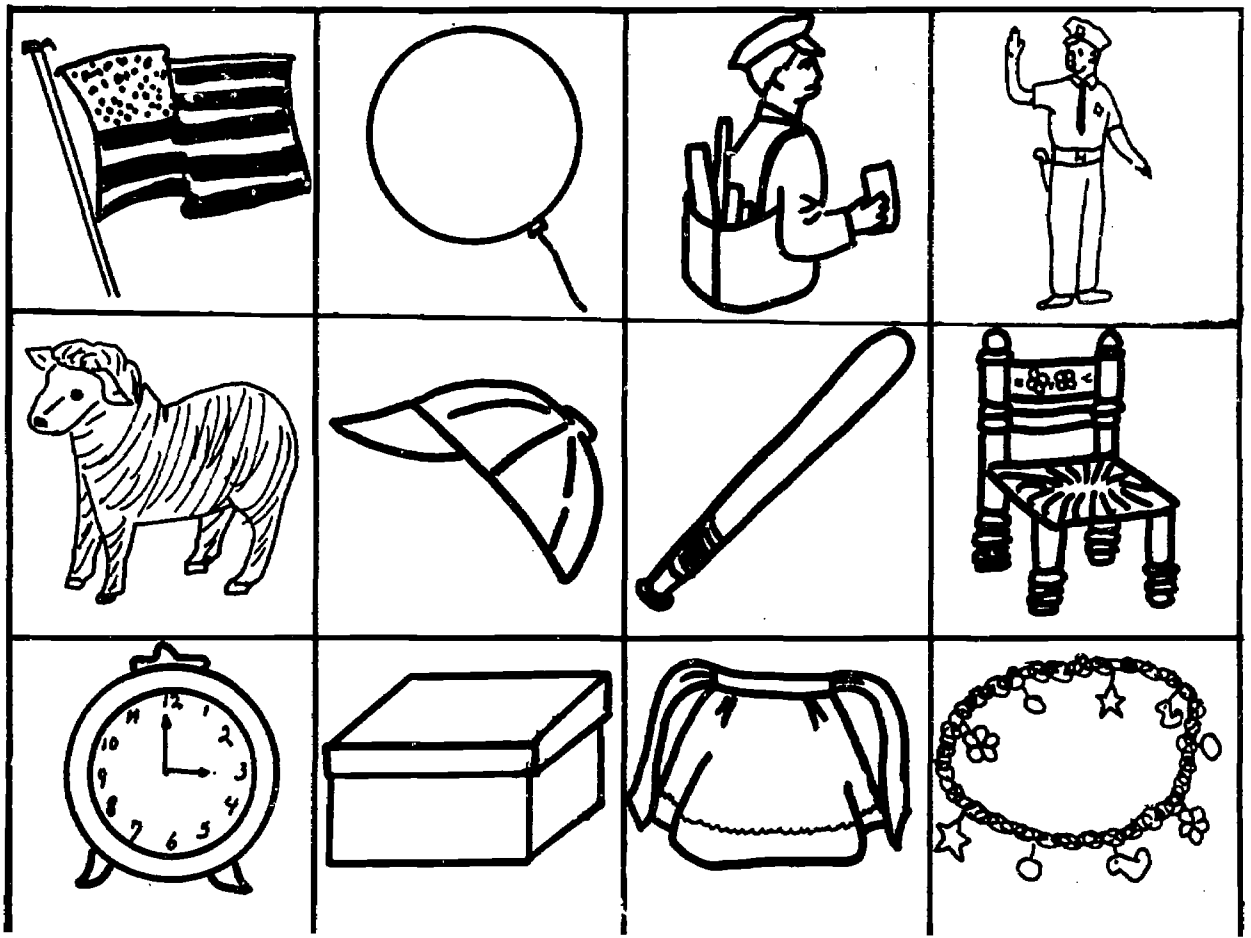




Use half sheet for each child

WS 51





CODE 18 ☐☐☐☐☐ (WS 52,53)

STUDENT NEED:
(What can't he do?)

Needs practice with location phrases: in front of
in back of
under

PRESCRIPTION:

Student works with student aide to review vocabulary on sheet WS 53.(Each child gets half of the sheet).

Suggested structure:

Aide: Put the _____ in front of / in back of / under the _____.

What did you do?

Student: I put the _____ in front of / in back of / under the _____.

EQUIPMENT REQUIRED:

Work sheets, 52, 53 (half for each child); scissors; crayons (optional)

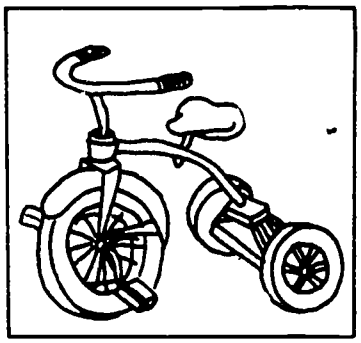
ACTIVITY TYPE: Individual x For 2 x For small group x For large group _____

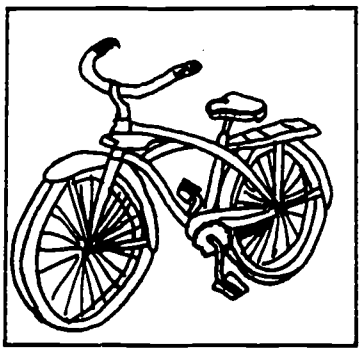
TIME RANGE: 20 to 30 minutes

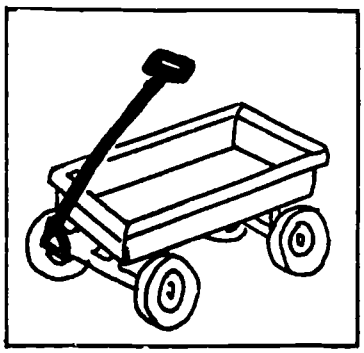
OPTIMUM EXPOSURE: 1 or 2 x 3 to 5 _____ Several spaced practices x

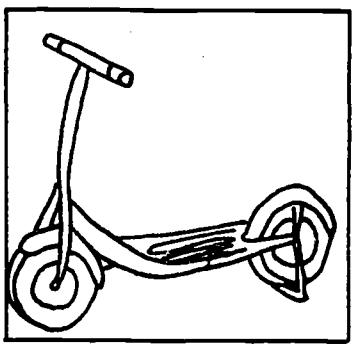
SUCCESS CRITERIA:

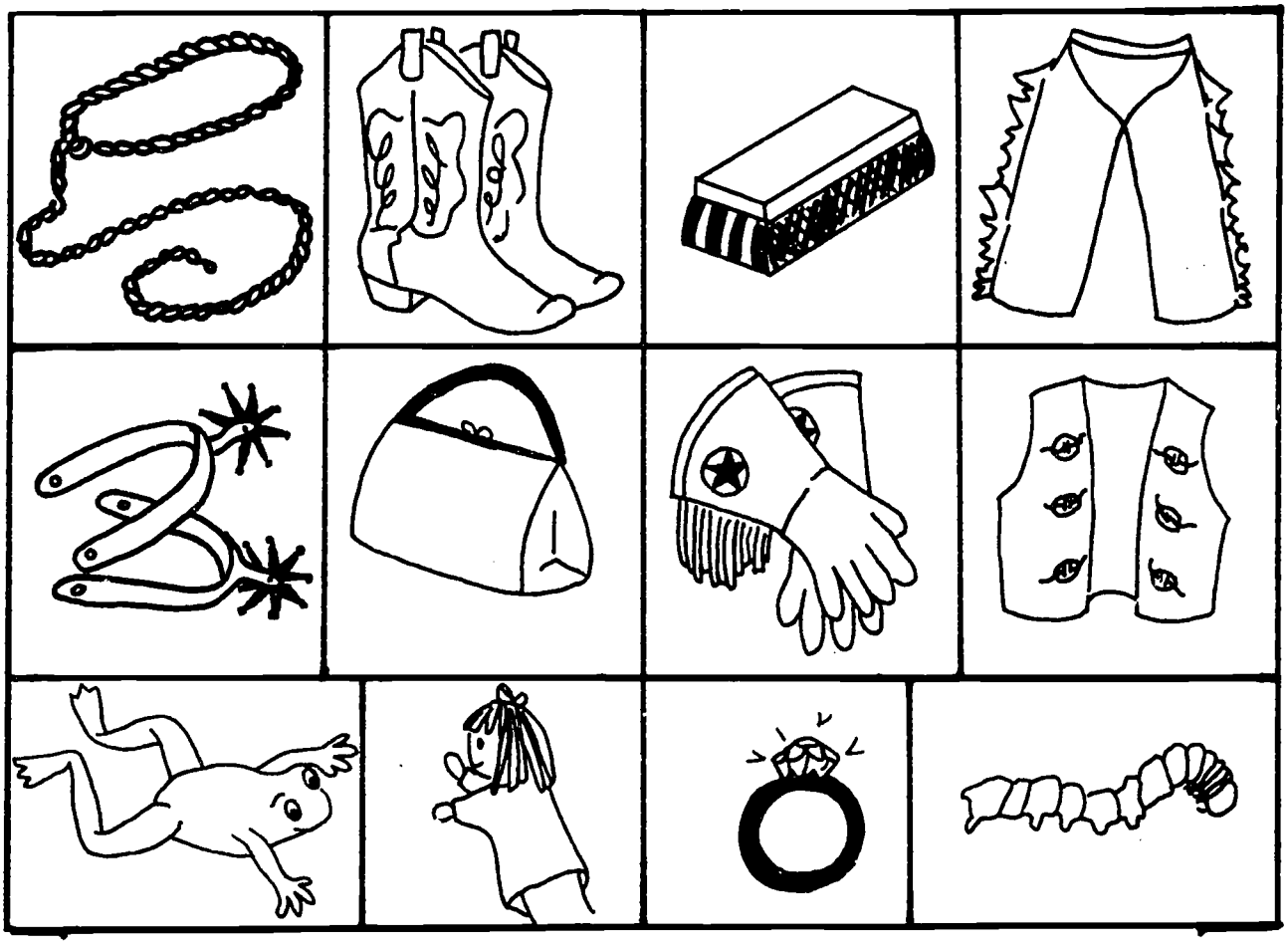
Student can use location phrases correctly.

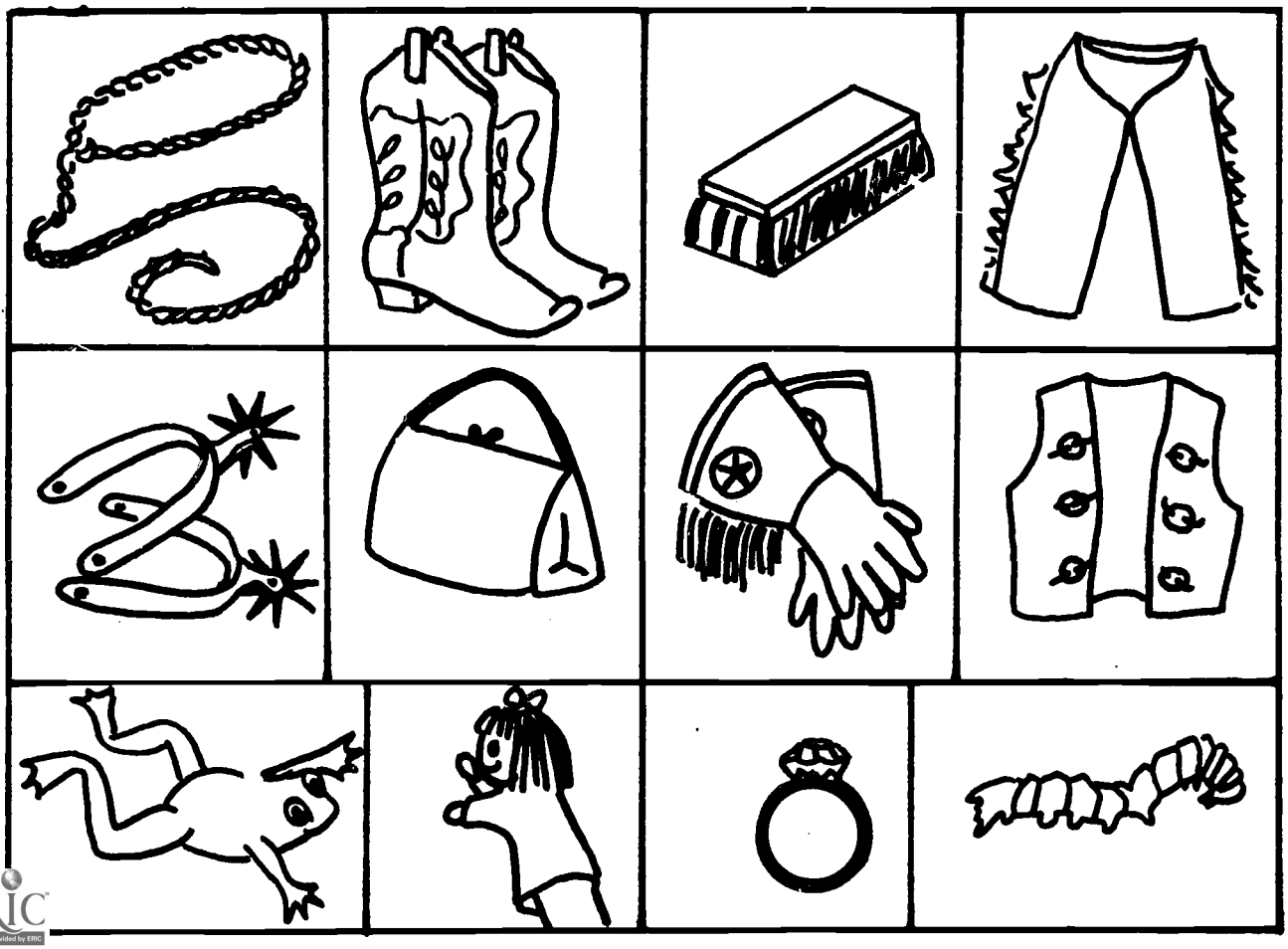












CODE 18 ☐☐☐☐☐ (WS 54)

STUDENT NEED:
(What can't he do?)

Needs to distinguish between usage of in and on.

PRESCRIPTION:

Student contrasts usage of in and on through simple rhyming sentences showing in pictures the consequences of changing the preposition (and often the word order).

Suggested structure:

Aide: Where is the duck?
Student: The duck is in the truck.
or
The duck is on the truck.

Aide: Where is the cat?
Student: The hat is on the cat.
or
The cat is in the hat.

Alternate structure:

"That is a duck in the truck."
or
"That is a duck on the truck."

EQUIPMENT REQUIRED:

Work Sheet 54. This may be colored, mounted, cut apart, and laminated if the teacher wishes to concentrate on one or one pair at a time.

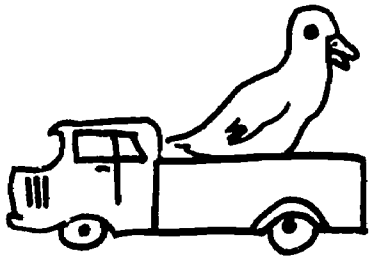
ACTIVITY TYPE: Individual x For 2 x For small group x For large group _____

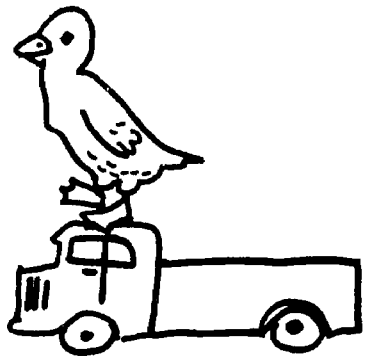
TIME RANGE: 10 to 20 minutes

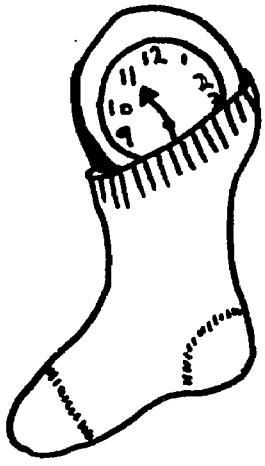
OPTIMUM EXPOSURE: 1 or 2 _____ 3 to 5 _____ Several spaced practices x

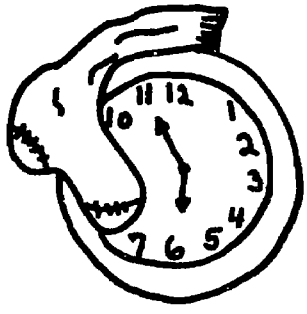
SUCCESS CRITERIA:

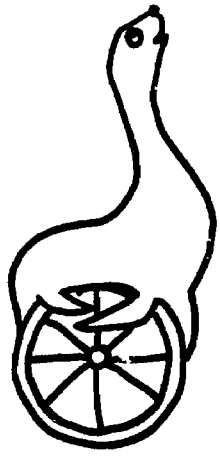
Student can use in and on correctly.

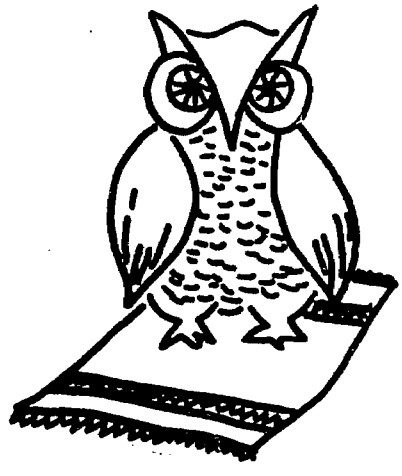


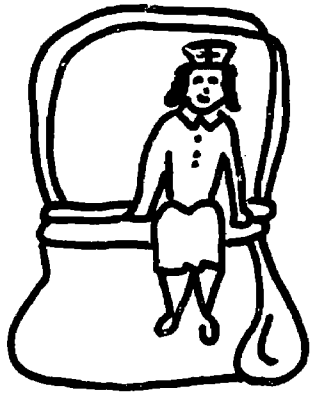












CODE 18 ☐☐☐☐☐ (WS 55)

STUDENT NEED:
(What can't he do?)

Needs vocabulary: in, on, under

PRESCRIPTION:

Student works with student aide to learn vocabulary.

Suggested structure:

Aide: Put a red ball in the box.
Where is the red ball?

Student: In the box
Aide: Put a red ball on the coat.
Where is the red ball?
Student: On the coat.
Aide: Put a red ball under the glove.
Where is the red ball?
Student: Under the glove.

Use laminated sheet for practice, erasing crayon after use. Use new sheet for check-up.

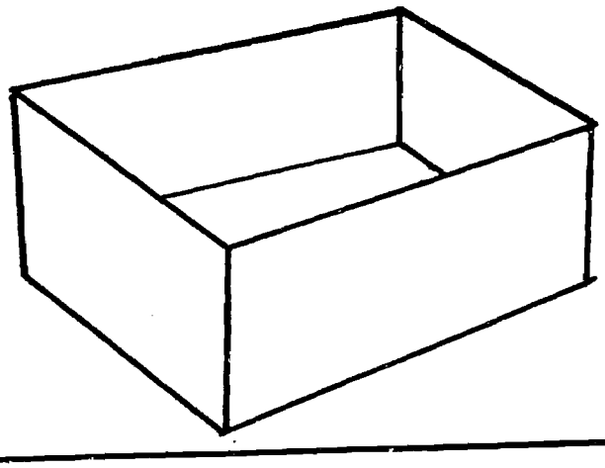
EQUIPMENT REQUIRED:
Work Sheet 55, crayons,

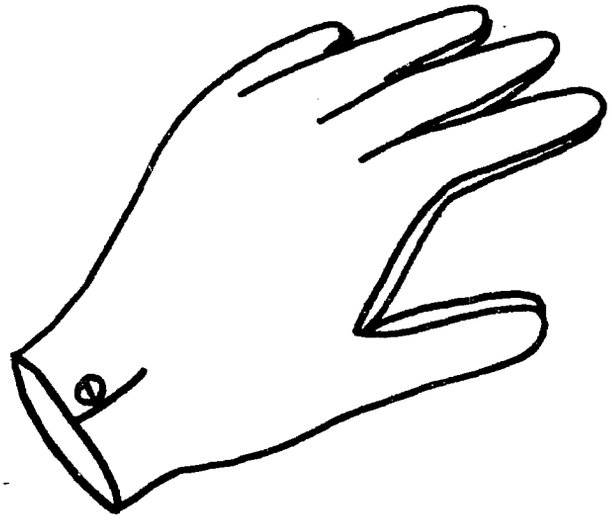
ACTIVITY TYPE: Individual x For 2 ___ For small group x For large group ___

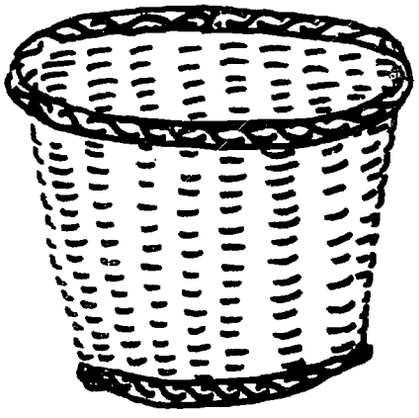
TIME RANGE: 10 to 20 minutes

OPTIMUM EXPOSURE: 1 or 2 x 3 to 5 ___ Several spaced practices x

SUCCESS CRITERIA:
Child can follow directions and use in, on, under correctly.







CODE 18 ☐ ☐ ☐ ☐ ☐ (WS 56,57)

STUDENT NEED:
(What can't he do?)

Needs to distinguish between the usage of in and on.

PRESCRIPTION:

Student works with aide to contrast the use of in and on using simple rhyming words which show the consequences of changing or misusing the preposition.

Suggested structure:

Aide:	Where is the duck?
Student:	The duck is in the truck.
Aide:	Where is the duck now?
Student:	The duck is on the truck.

EQUIPMENT REQUIRED:

Work sheets 56, 57

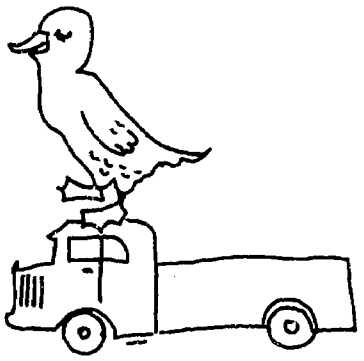
ACTIVITY TYPE: Individual x For 2 x For small group x For large group _____

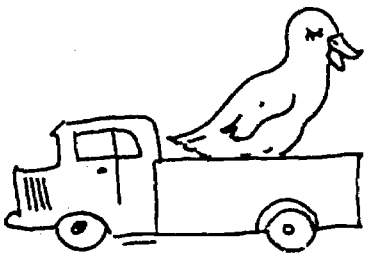
TIME RANGE: 10 to 20 minutes

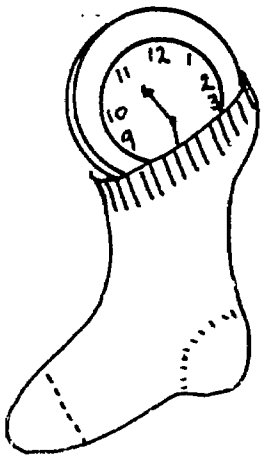
OPTIMUM EXPOSURE: 1 or 2 _____ 3 to 5 _____ Several spaced practices _____

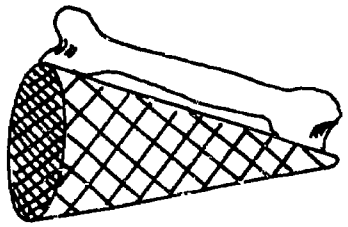
SUCCESS CRITERIA:

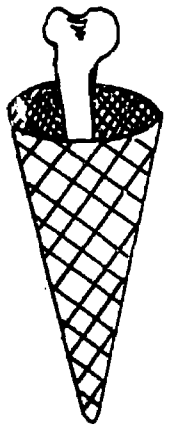
Student can distinguish between in and on and successfully locate objects in the pictures.

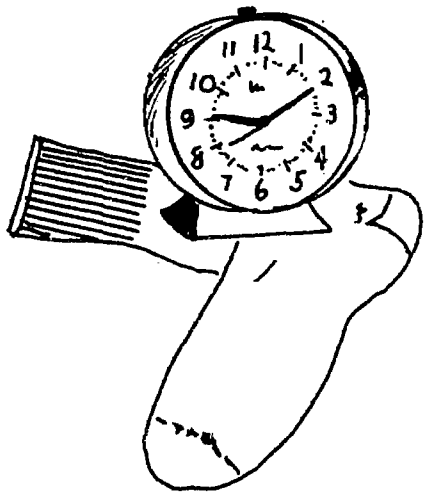


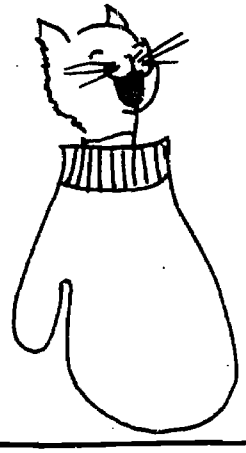


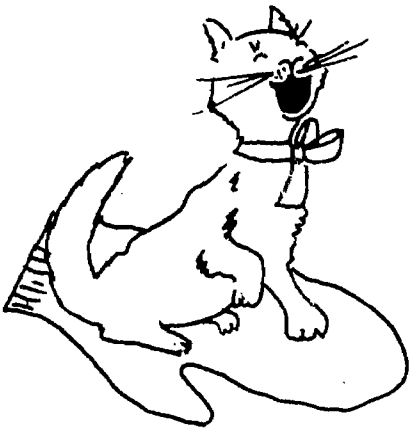


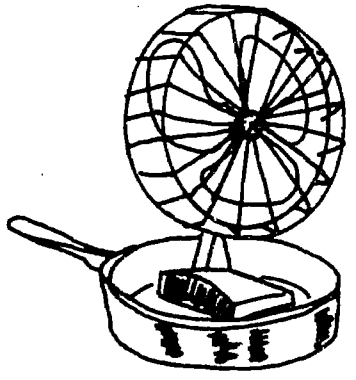


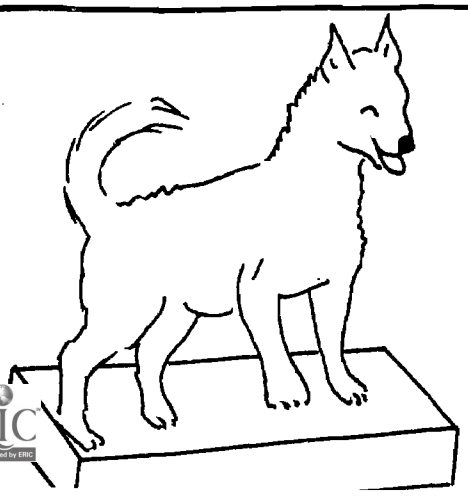


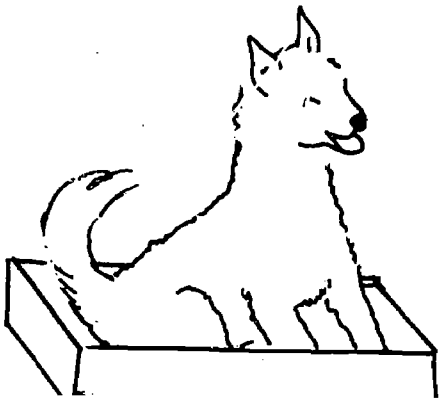


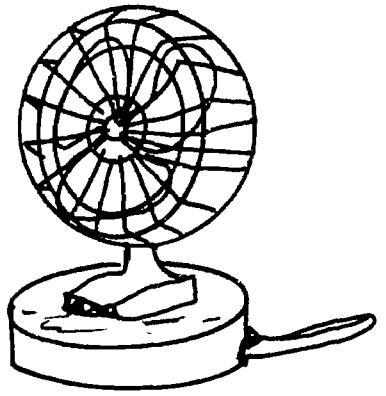


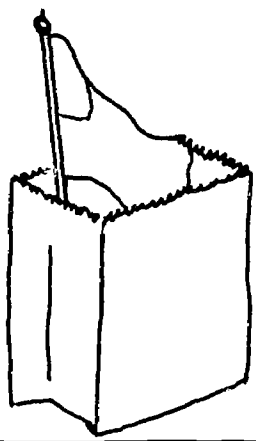


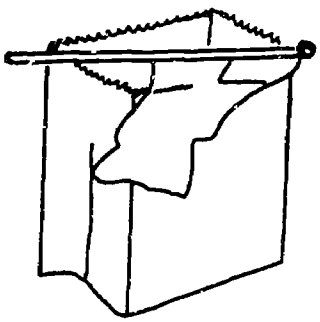


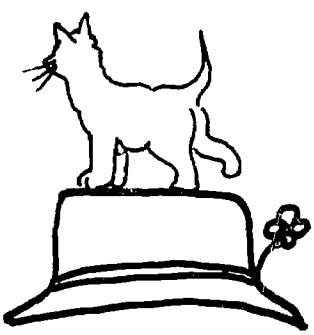


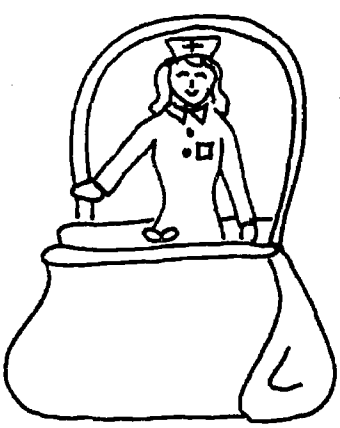


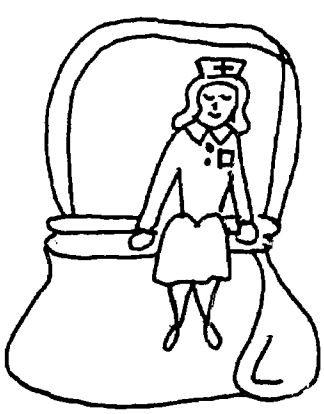












CODE 18 ☐☐☐☐☐ (WS90, 91, 92, 93, 94, 95)

STUDENT NEED:
(What can't he do?)

Location words: in, on, beside or next to

Rhyming words: pie, tie, tire, fire, house, house, dog, log, cut, tub, tree, three

PRESCRIPTION:

Student works with student aide to review vocabulary.

Suggested structure:
Work with one set of rhyming words at a time.

Aide: is the _____ in (on) (beside) (next to) the _____?

Student: Yes, it is. (No, it isn't.)

Aide: Where is the _____?

Student: It's in(on) (beside) (next to) the _____.

EQUIPMENT REQUIRED:
WS 90, 91, 92, 93, 94, 95

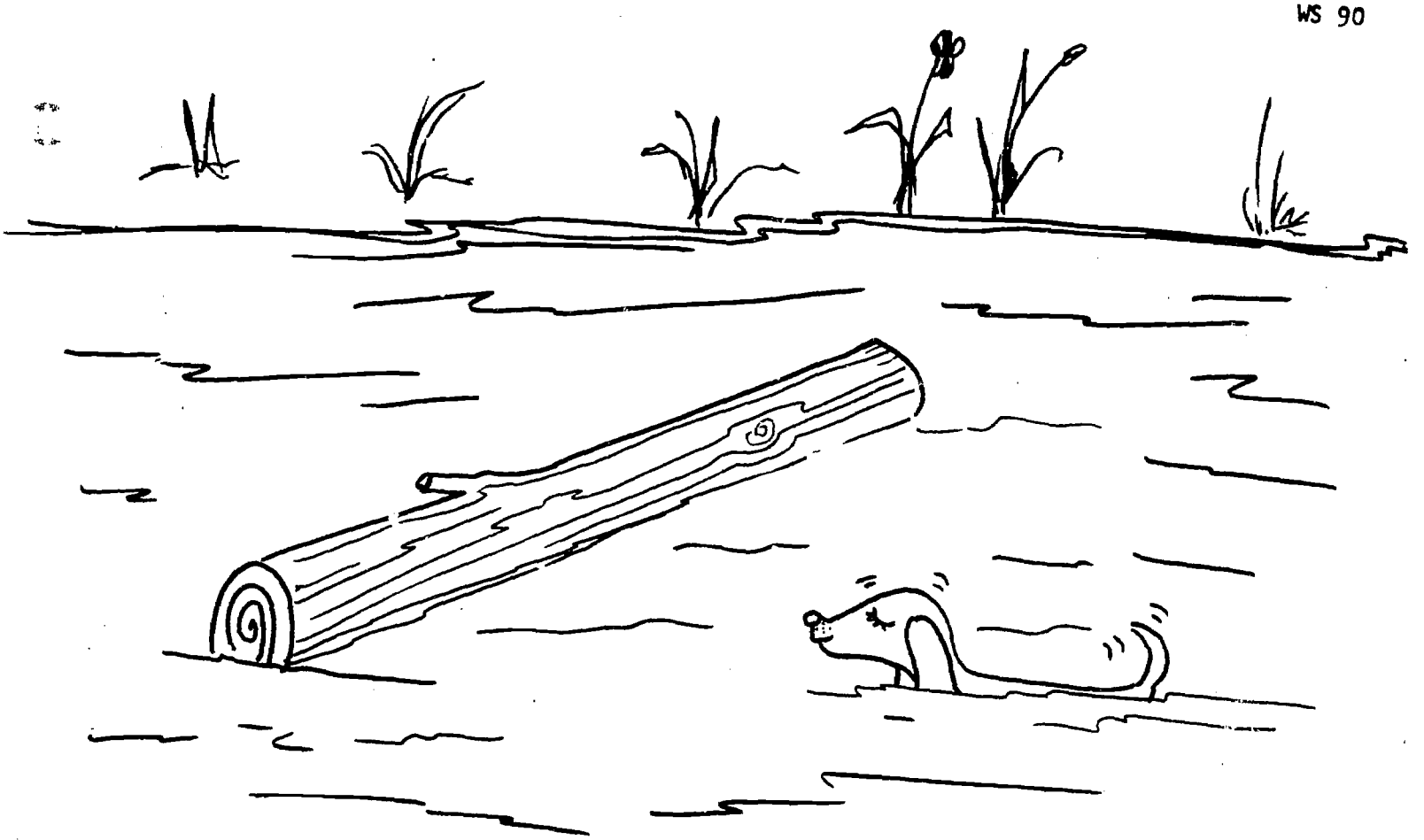
ACTIVITY TYPE: Individual x For 2 x For small group x For large group _____

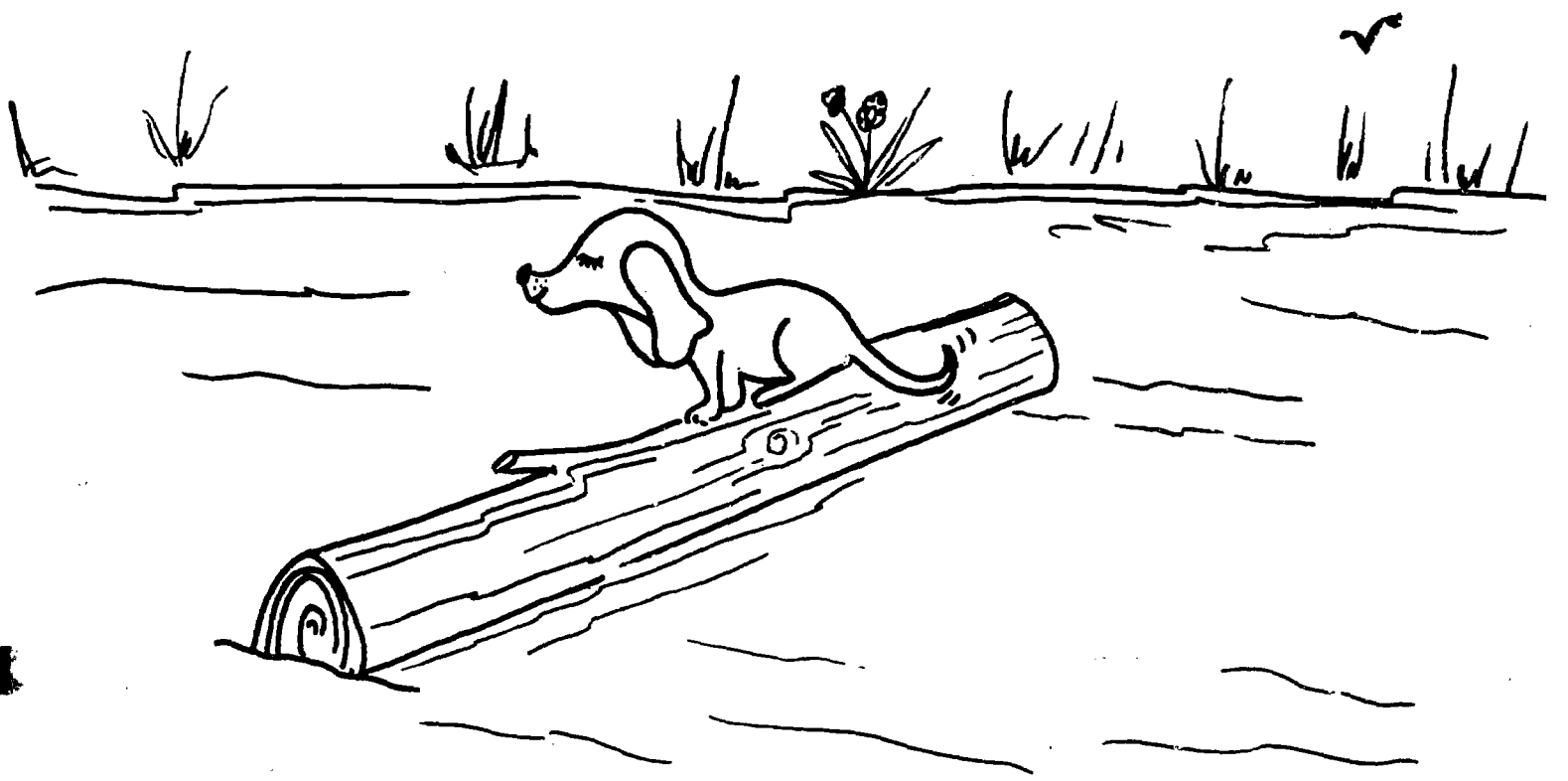
TIME RANGE: 10 to 20 minutes

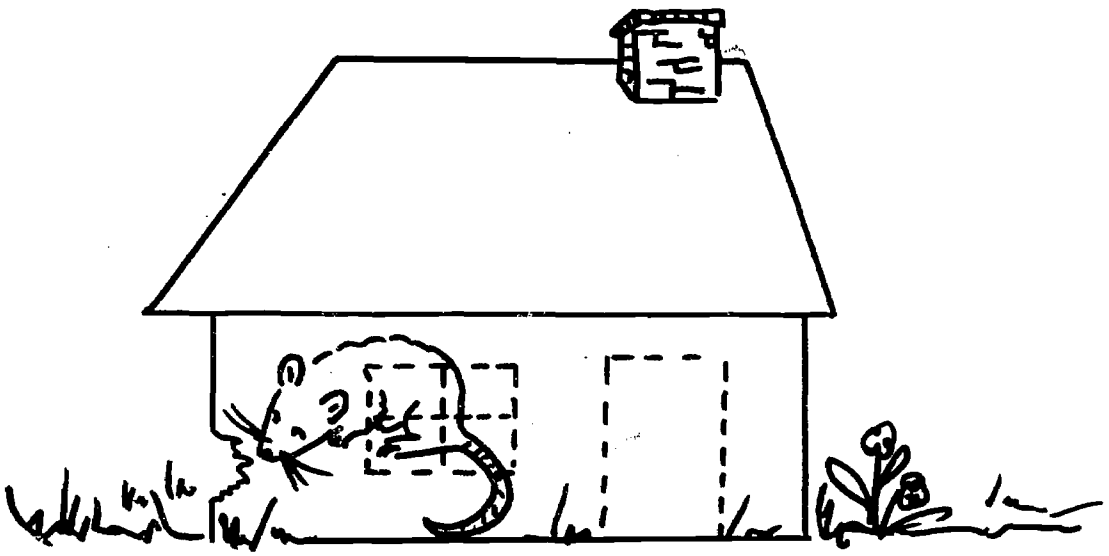
OPTIMUM EXPOSURE: 1 or 2 x 3 to 5 _____ Several spaced practices x

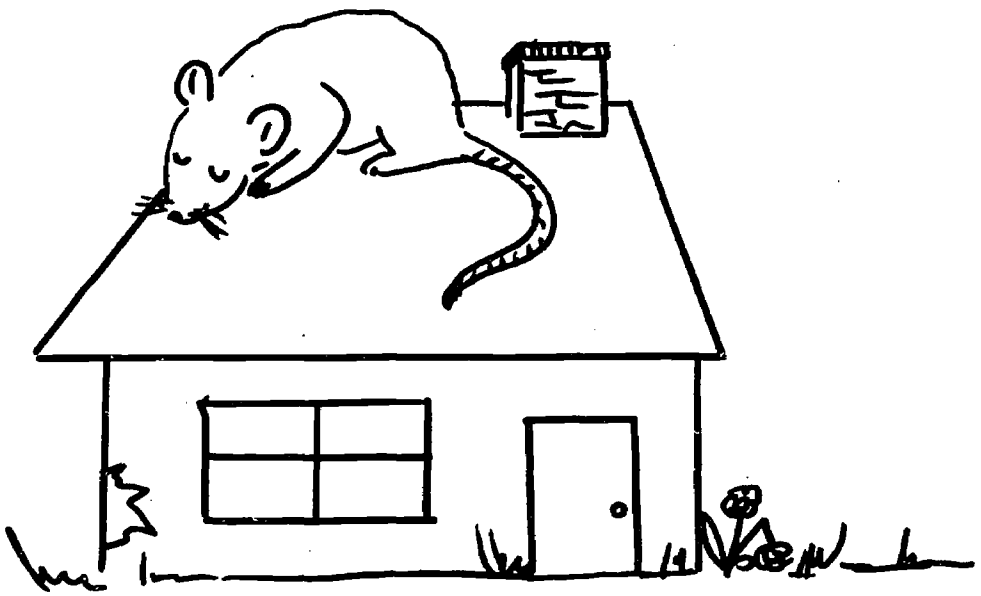
SUCCESS CRITERIA:

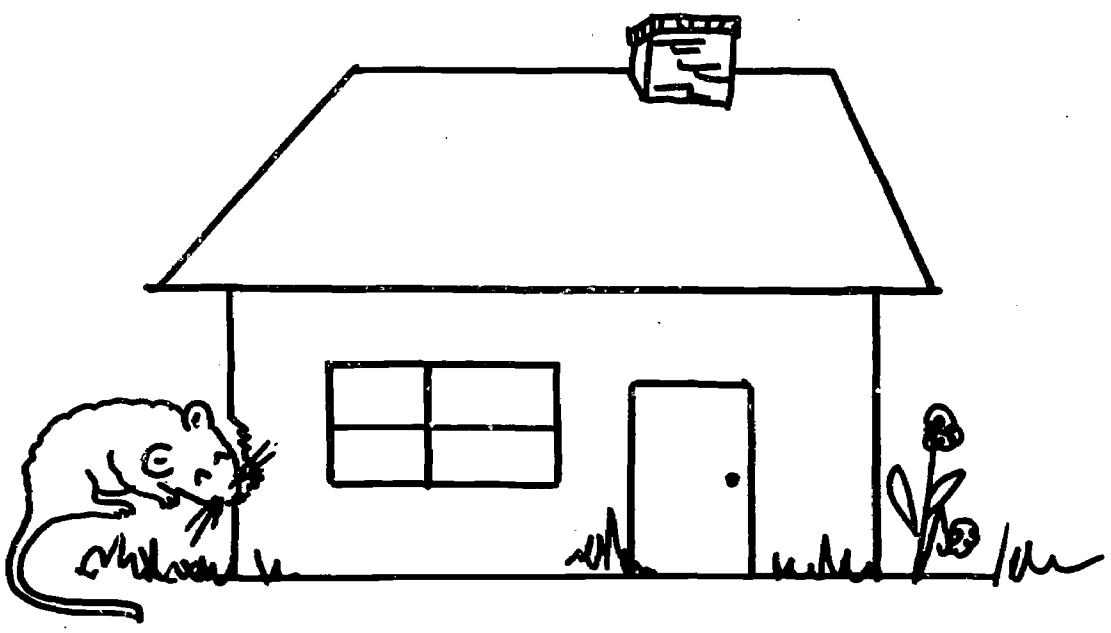
Student can identify pictured vocabulary and use the correct location phrase.

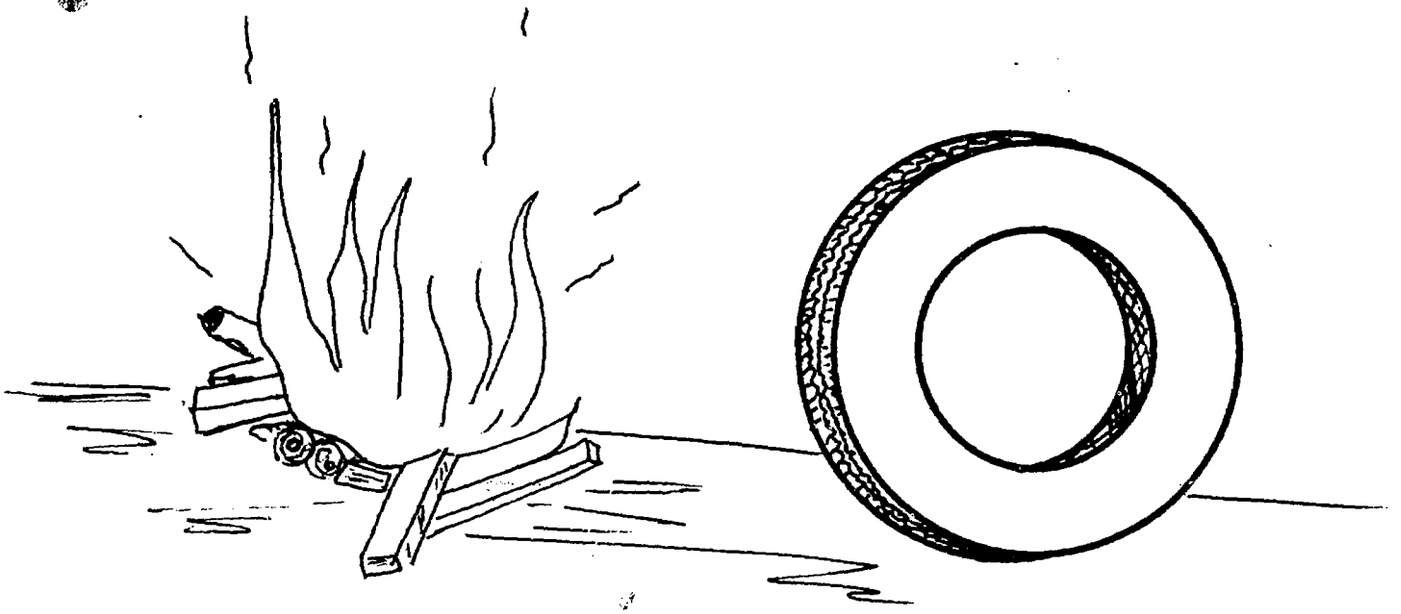


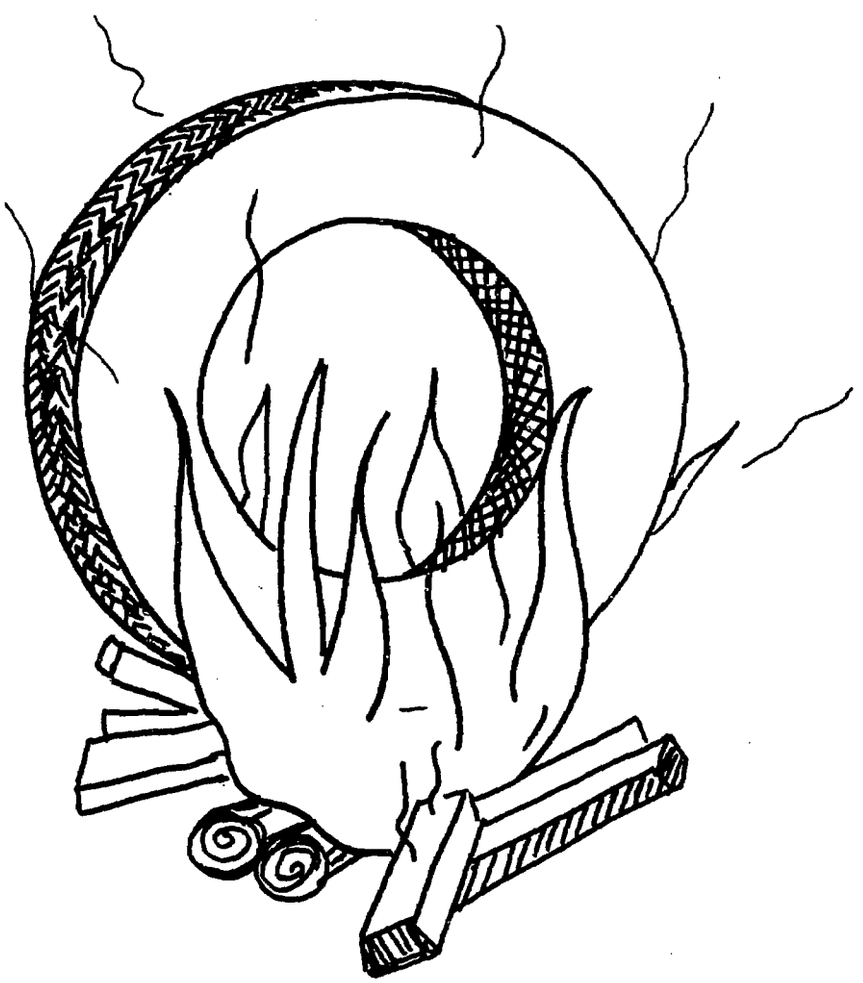












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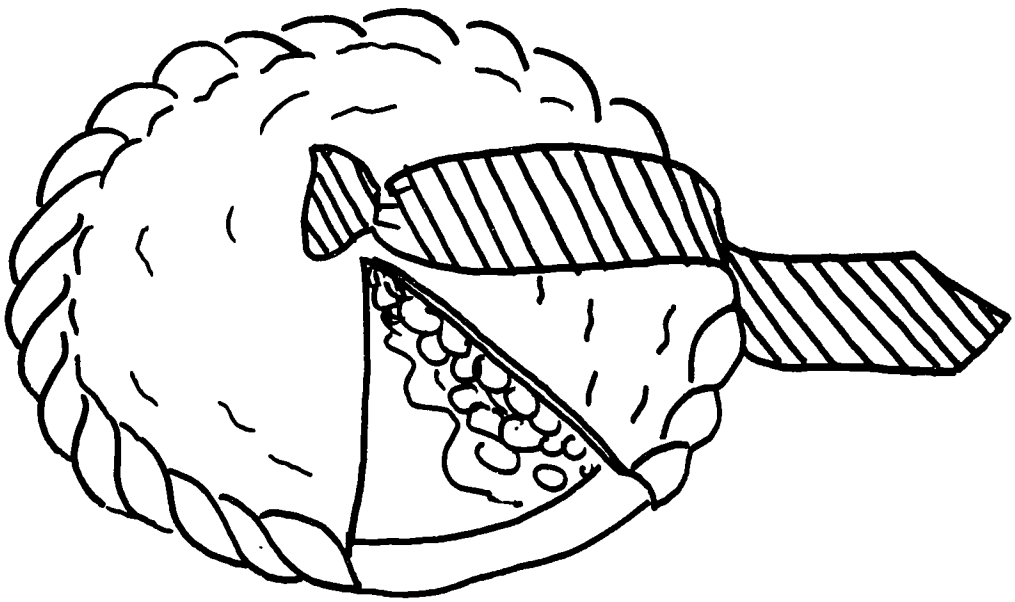
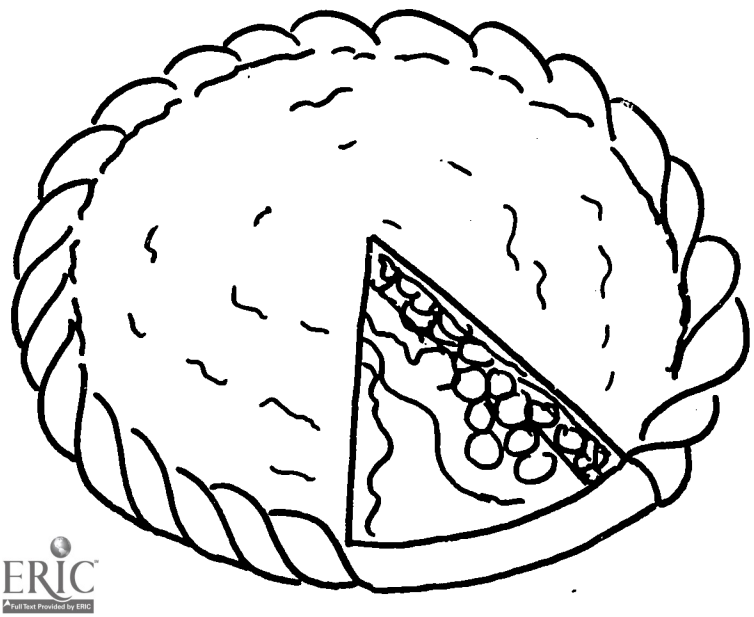
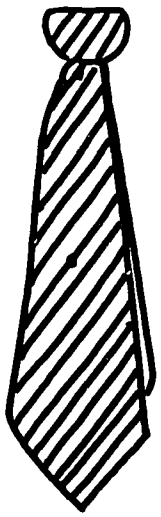
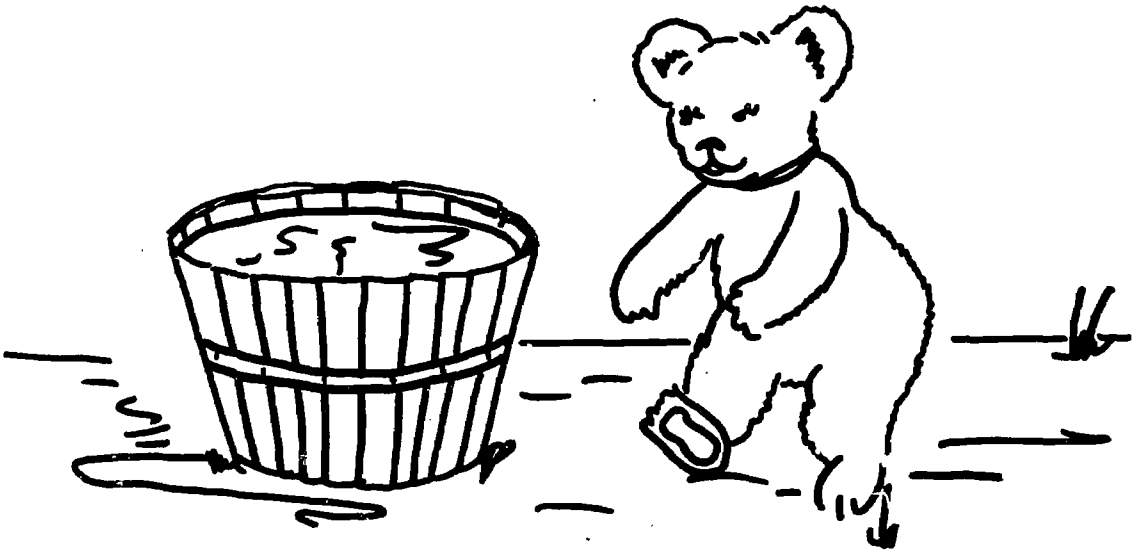
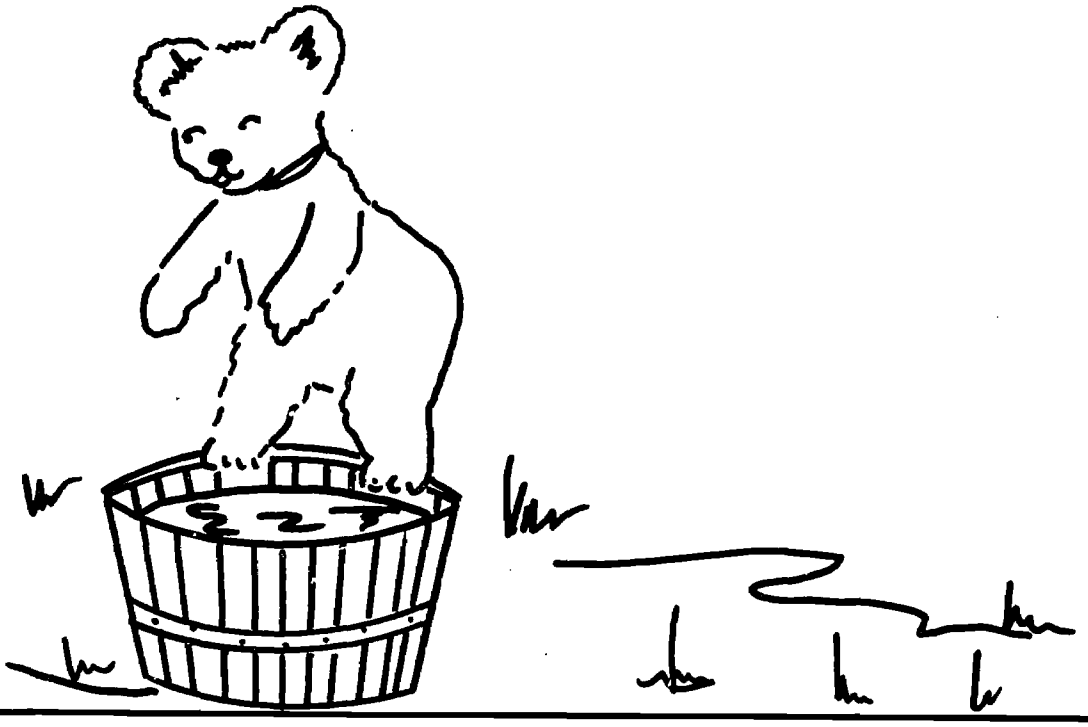
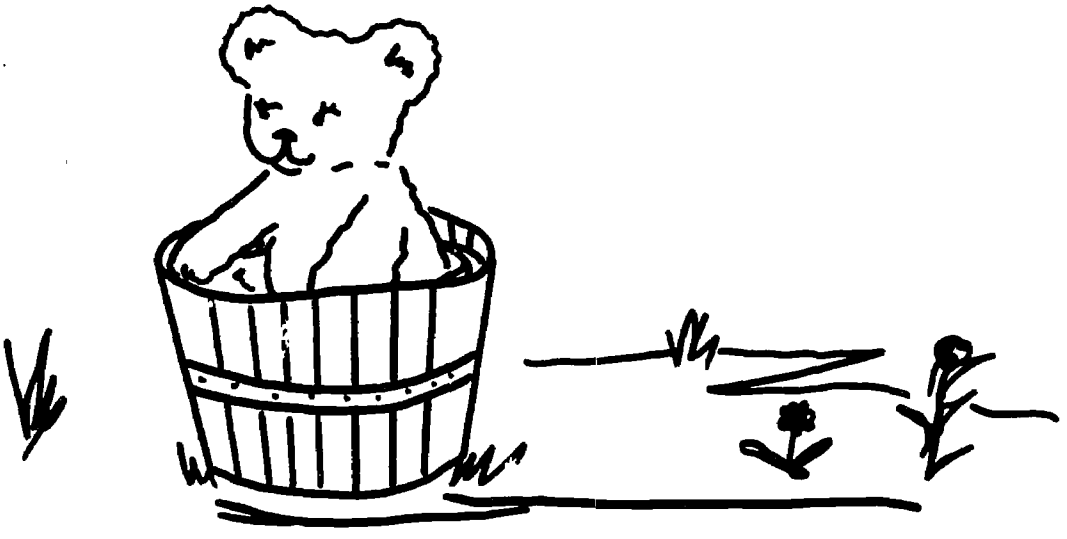












CODE 19 3 [ ] [ ] [ ] [ ]

STUDENT NEED:
(What can't he do?)

Needs to learn usage of find and found.

PRESCRIPTION:

Student aide is leader.
Put pictures from picture file face down.
Student turns over top card.
Suggested structure:

Leader: What did you find?

Student: I found a _____.

If more than one E.S.L. child is playing, score may be kept.

EQUIPMENT REQUIRED:

Personal picture files

ACTIVITY TYPE: Individual x For 2 x For small group x For large group ____

TIME RANGE: 10 to 20 minutes

OPTIMUM EXPOSURE: 1 or 2 ____ 3 to 5 ____ Several spaced practices x

SUCCESS CRITERIA:

Child can successfully use find and found in question and statement.

CODE 19 1 ☐ ☐ ☐ ☐ (WS 58)

STUDENT NEED:
(What can't he do?)

Needs vocabulary: drinking, eating, brushing, throwing

PRESCRIPTION:

Student works with student aide to learn vocabulary.

Suggested structure:

Aide: What is (he) (she) doing?

Student: (He) (She) is drinking.
" " " eating.
" " " brushing his teeth.
" " " throwing a ball.

Pictures may be colored and cut apart for picture file.

EQUIPMENT REQUIRED:

Work sheet 58, scissors, crayons.

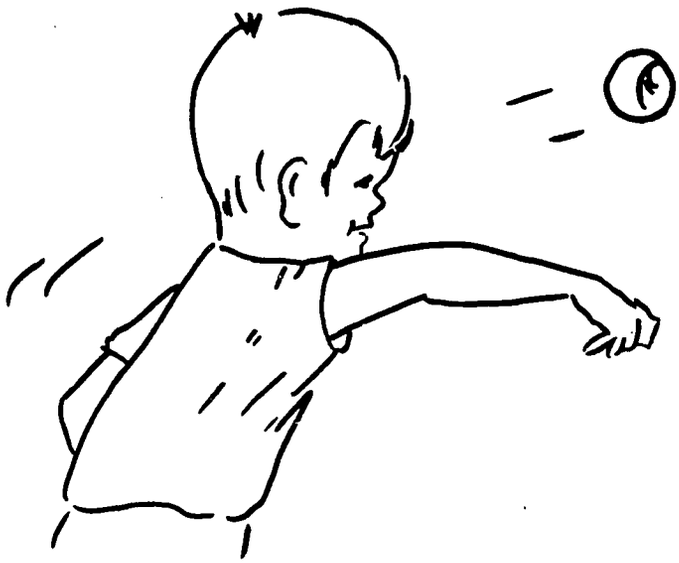
ACTIVITY TYPE: Individual ___x___ For 2 ___x___ For small group ___x___ For large group _____

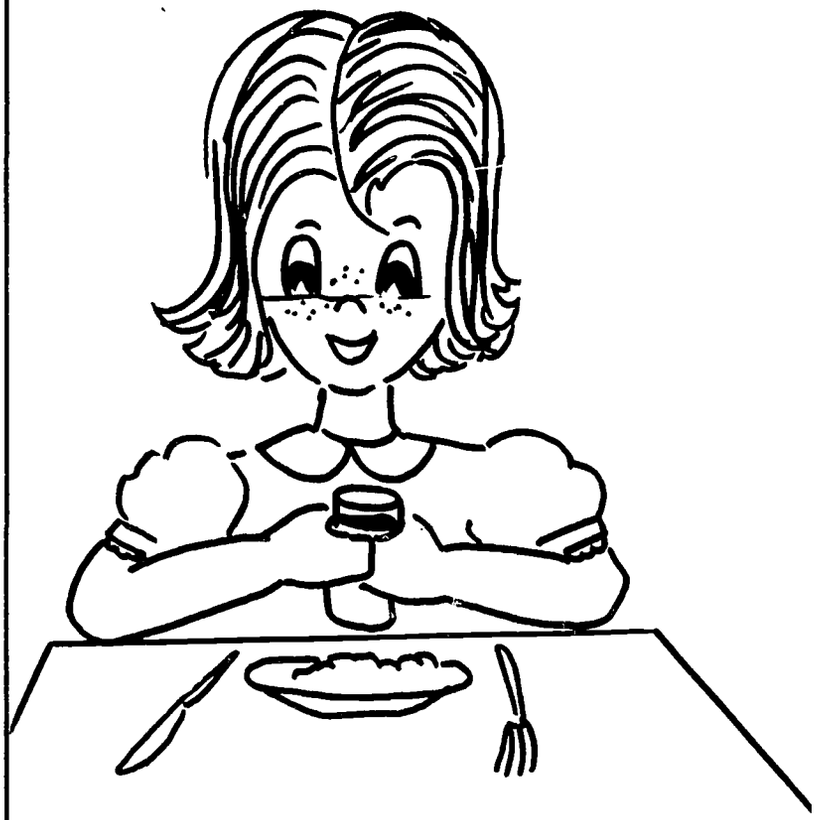
TIME RANGE: 10 to 20 minutes

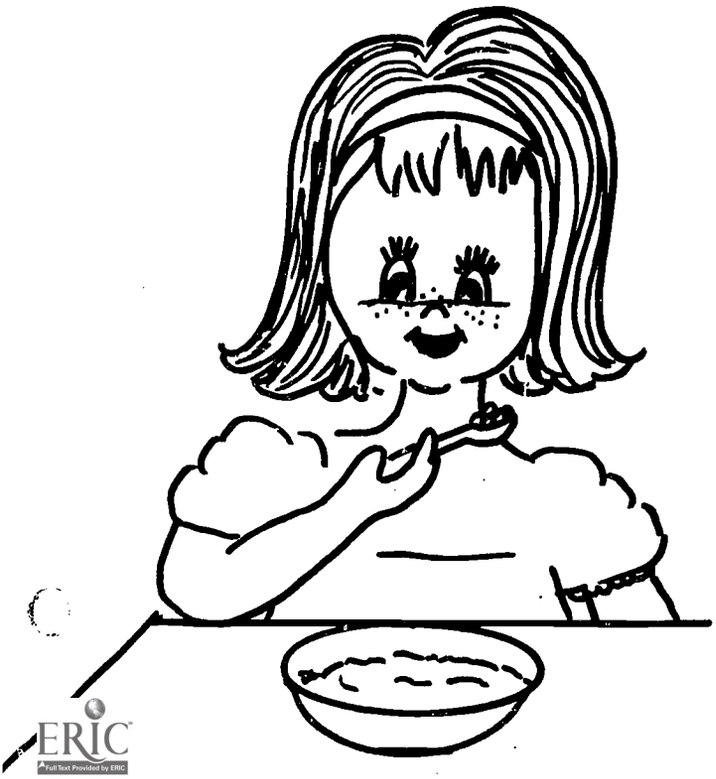
OPTIMUM EXPOSURE: 1 or 2 ___x___ 3 to 5 _____ Several spaced practices ___x___

SUCCESS CRITERIA:

Student can use following vocabulary correctly: drinking, eating, brushing, throwing.







CODE [19] [1] [ ] [ ] [ ] [ ] (WS 59)

STUDENT NEED:
(What can't he do?)

Needs vocabulary: smiling, making cookies, hopping, jumping

PRESCRIPTION:

Student works with student aide to learn vocabulary.

Suggested structure: Aide: Who is (he) (she)?

Student: He's (She's) a_____.

Aide: What is (he) (she) doing?

Student: (he's) (She's)_____.

Pictures may be colored and cut apart for picture file.

EQUIPMENT REQUIRED:

Worksheet 59, crayons, scissors

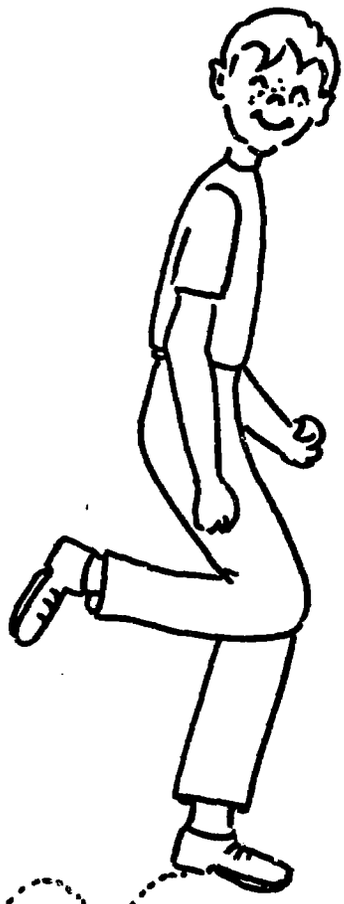
ACTIVITY TYPE: Individual x For 2 x For small group x For large group _____

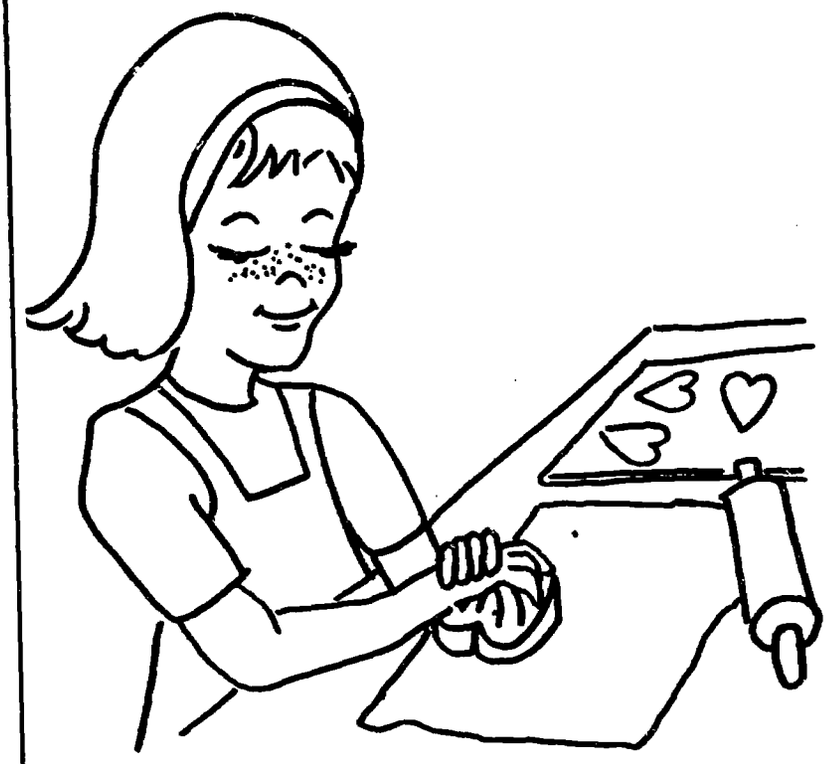
TIME RANGE: 10 to 20 minutes

OPTIMUM EXPOSURE: 1 or 2 x 3 to 5 _____ Several spaced practices x

SUCCESS CRITERIA:

Student can use above vocabulary correctly.





CODE 19 1 ☐ ☐ ☐ ☐ (WS 60)

STUDENT NEED:
(What can't he do?)

Needs practice with verbs in conversation.

PRESCRIPTION:

Student works with student aide in conversation, identifying actions as necessary.

Suggested structure:

Aide: What is the _____ doing?

Student: He's _____.

EQUIPMENT REQUIRED:
Work Sheet 60

ACTIVITY TYPE: Individual x For 2 x For small group x For large group _____

TIME RANGE: 10 to 20 minutes

OPTIMUM EXPOSURE: 1 or 2 x 3 to 5 _____ Several spaced practices x

SUCCESS CRITERIA:

Student shows improvement in using verbs.

PAINT

CODE 19 1 ☐ ☐ ☐ ☐ (WS 61)

STUDENT NEED:
(What can't he do?)

Needs vocabulary: reading, sitting, playing, building, watching

PRESCRIPTION:

Student works with student aide to learn vocabulary.

Suggested structure:

Aide: What is (he) (she) doing?

Student: (He) (She) is sitting and_____.

EQUIPMENT REQUIRED:

Work Sheet 61

ACTIVITY TYPE: Individual x For 2 x For small group x For large group _____

TIME RANGE: 10 to 20 minutes

OPTIMUM EXPOSURE: 1 or 2 x 3 to 5 _____ Several spaced practices x

SUCCESS CRITERIA:

Child can use above vocabulary words correctly.

CODE 19 1 ☐ ☐ ☐ ☐ (WS 63)

STUDENT NEED:
(What can't he do?)

Needs vocabulary: sewing, feeding, eating, resting, watching, smoking.

PRESCRIPTION:

Student works with student aide to learn vocabulary.

Suggested structure:

Aide: What is (he) (she) doing?

Student: (He) (She) is sitting and _____.

EQUIPMENT REQUIRED:

Work Sheet 63

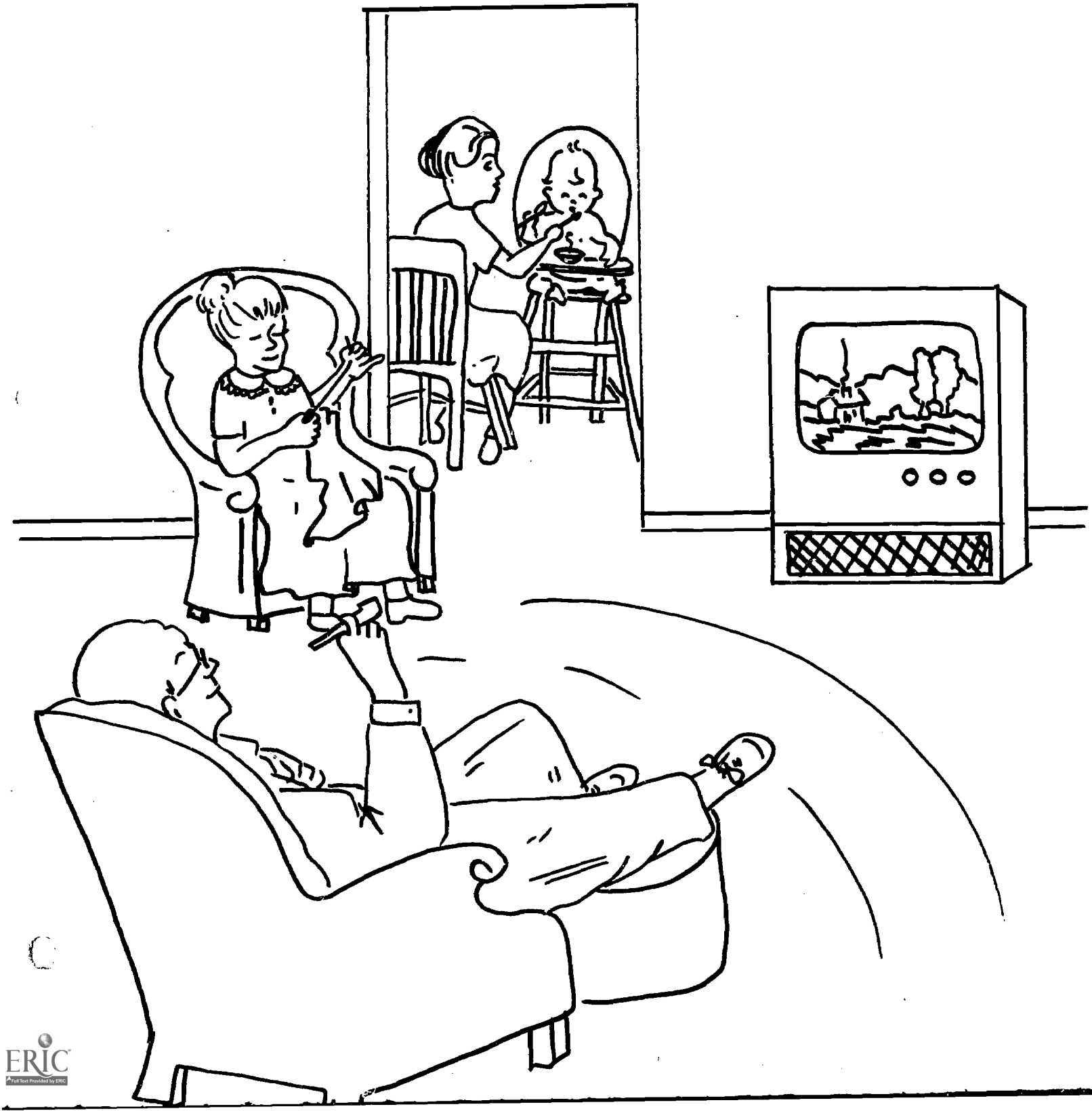
ACTIVITY TYPE: Individual × For 2 × For small group × For large group _____

TIME RANGE: 10 to 20 minutes

OPTIMUM EXPOSURE: 1 or 2 × 3 to 5 _____ Several spaced practices ×

SUCCESS CRITERIA:

Child can use above vocabulary words correctly.



CODE 19 3 ☐ ☐ ☐ ☐ (WS 62)

STUDENT NEED:
(What can't he do?)

Needs practice in using past tense verbs: held, hammered, built, sniffed, etc.

PRESCRIPTION:

Student works with student alde in conversation.

Suggested structure: Alde: What did the _____ do?

Student: He _____.

EQUIPMENT REQUIRED:

Worksheet 62

ACTIVITY TYPE: Individual x For 2 x For small group x For large group _____

TIME RANGE: 10 to 20 minutes

OPTIMUM EXPOSURE: 1 or 2 x 3 to 5 _____ Several spaced practices x

SUCCESS CRITERIA:

Student can use above vocabulary correctly.

PAINT

CODE 19 3 ☐ ☐ ☐ ☐ (WS 63)

STUDENT NEED:
(What can't he do?)

Needs past tense vocabulary: sat, played, built, sewed, fed, ate, watched, smoked, rested.

PRESCRIPTION:

Student works with student aide to learn vocabulary.

Suggested structure:

Aide: What did (he) (she) do?

Student: (He) (She) sat and _____.

EQUIPMENT REQUIRED:

Work Sheet 63

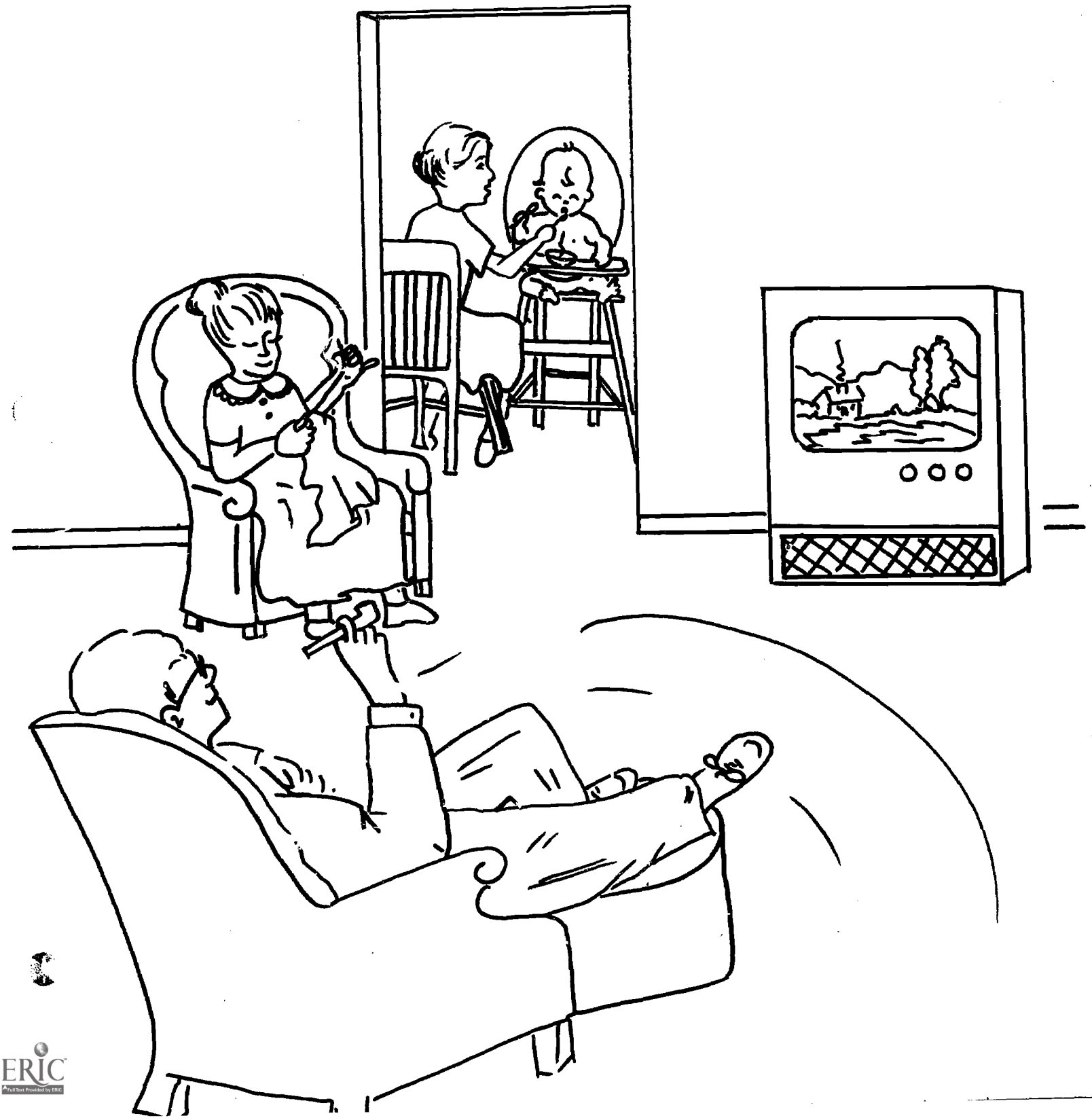
ACTIVITY TYPE: Individual × For 2 × For small group × For large group _____

TIME RANGE: 10 to 20 minutes

OPTIMUM EXPOSURE: 1 or 2 × 3 to 5 _____ Several spaced practices ×

SUCCESS CRITERIA:

Student can use above vocabulary correctly.



CODE 19 3 ☐ ☐ ☐ ☐ (WS 61)

STUDENT NEED:
(What can't he do?)

Needs vocabulary: read, sat, played, built, watched

PRESCRIPTION:

Student works with student aide to learn vocabulary.

Suggested structure:

Aide: What did (he) (she) do?

Student: (He) (She) _____.

EQUIPMENT REQUIRED:

Work Sheet 61

ACTIVITY TYPE: Individual x For 2 x For small group x For large group _____

TIME RANGE: 10 to 20 minutes

OPTIMUM EXPOSURE: 1 or 2 x 3 to 5 _____ Several spaced practices x

SUCCESS CRITERIA:

Child can use above vocabulary words correctly.

CODE 19 4 ☐ ☐ ☐ ☐ (WS 64)

STUDENT NEED:
(What can't he do?)

Needs practice in garden vocabulary:

going to to express future

PRESCRIPTION:

Student works with student aide to dis picture.

Suggested structure: Aide: What is he (she) going to do?

Student: He (She) is going to rake the garden.
" " " " " plant the seeds.
" " " " " hoe the garden.
" " " " " water the flowers.

EQUIPMENT REQUIRED:

Worksheet 64.

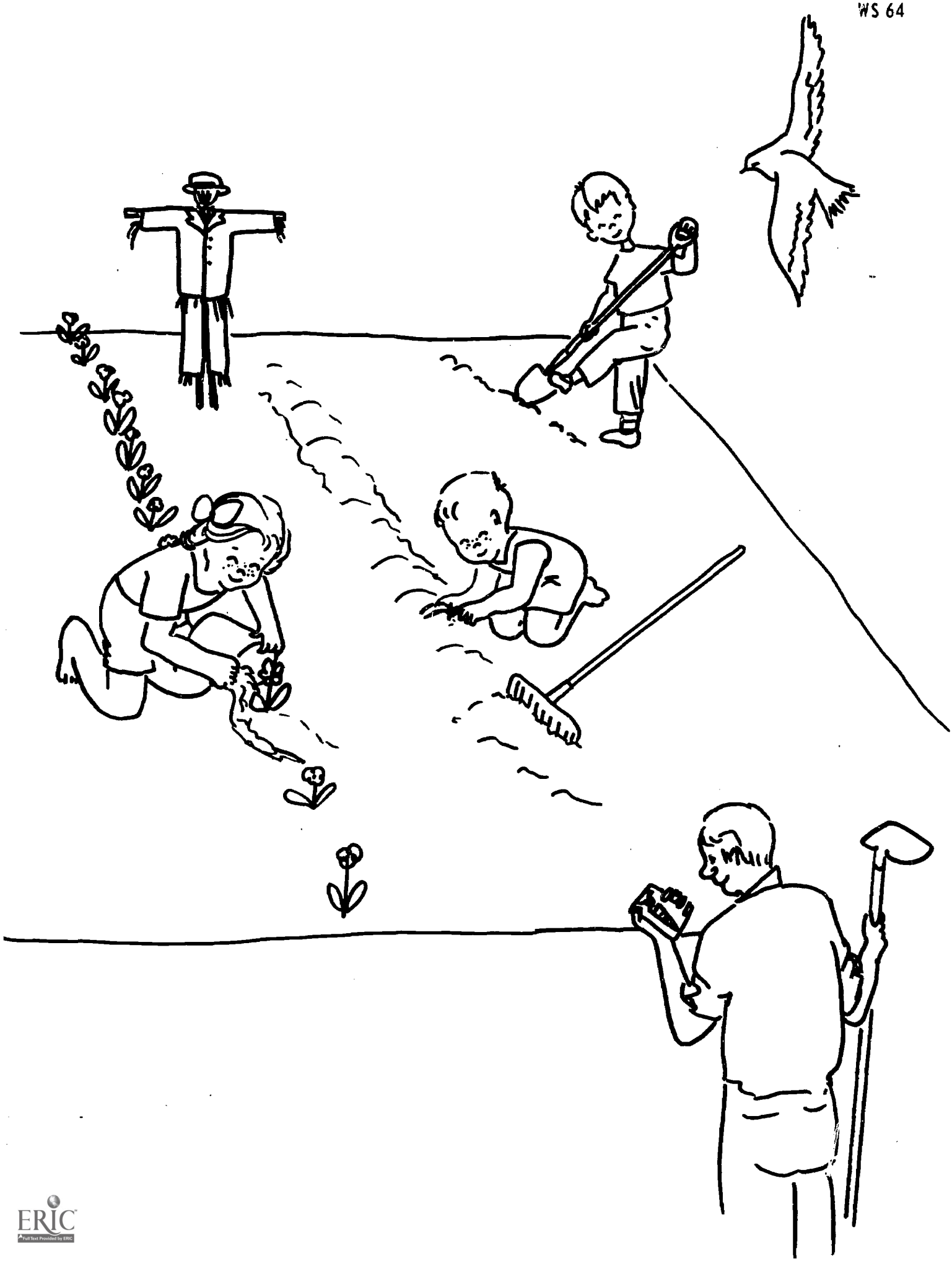
ACTIVITY TYPE: Individual x For 2 x For small group x For large group ____

TIME RANGE: 10 to 20 minutes

OPTIMUM EXPOSURE: 1 or 2 x 3 to 5 ____ Several spaced practices x

SUCCESS CRITERIA:

Student can use above vocabulary correctly.



CODE [21] [2] [ ] [ ] [ ] [ ] WS 65,WS 66

Use after filmstrip- "The Girl and the Three Bears" or story or record of "The Three Bears"

STUDENT NEED:
(What can't he do?)

Needs vocabulary: bed, chair, bowl, father('s), mother('s), boy('s)

PRESCRIPTION:

Student works with student aide to learn vocabulary.

Suggested structure:

Aide: What is this?

Student: It's the father's (mother's, boy"s) chair (bed, bowl).

Aide: Whose chair (bed, bowl) is this?

Student: It's the father's (mother's, boy's.)

Pictures on WS 66 may be pasted in appropriate spaces on WS 65 before or after oral drill.

EQUIPMENT REQUIRED:

Worksheets 65,66.

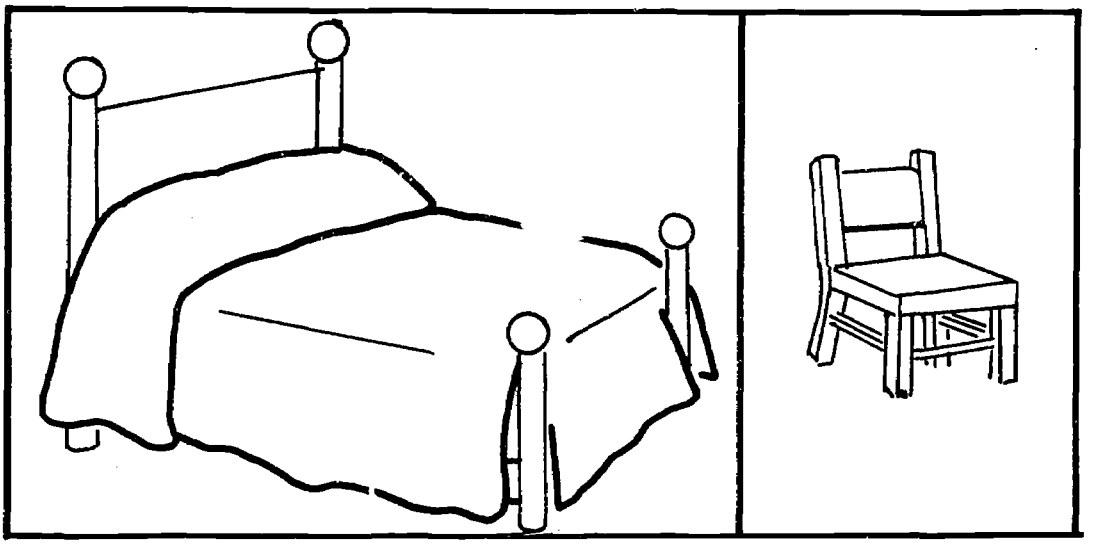
ACTIVITY TYPE: Individual x For 2 x For small group x For large group _____

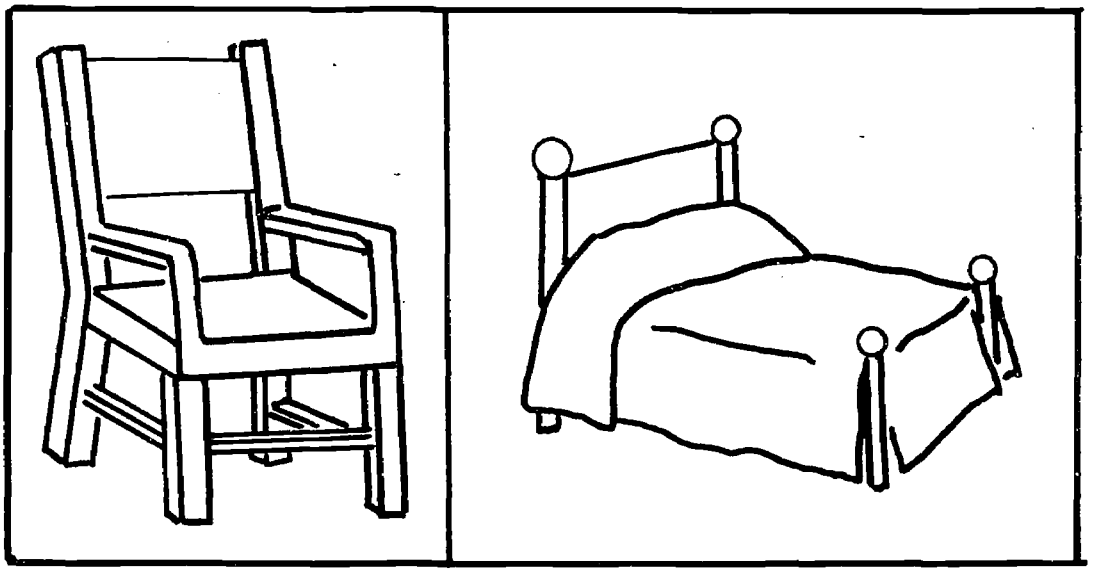
TIME RANGE: 10 to 20 minutes

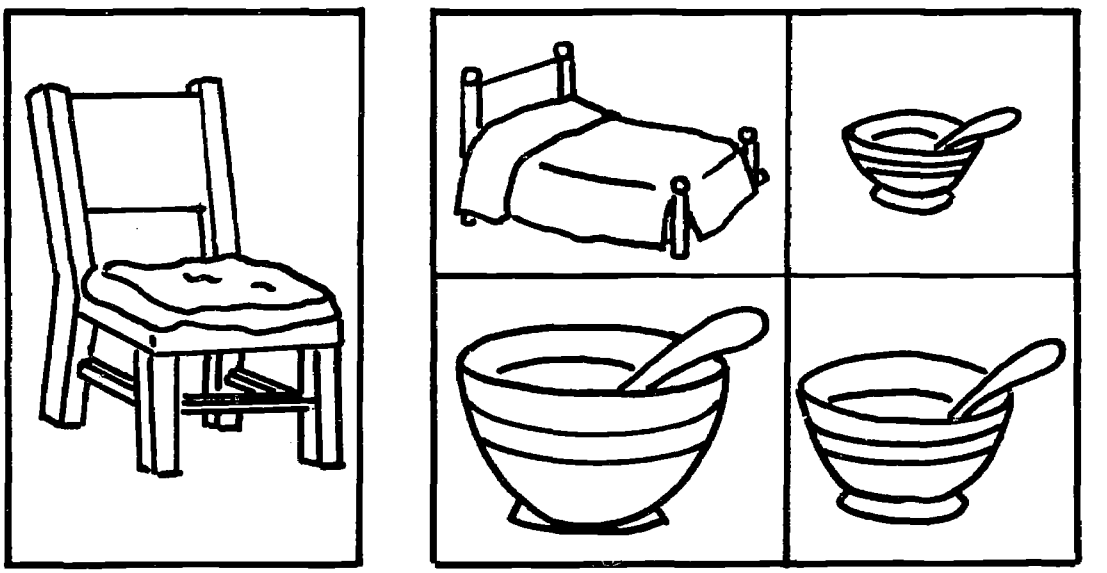
OPTIMUM EXPOSURE: 1 or 2 x 3 to 5 _____ Several spaced practices x

SUCCESS CRITERIA:

Child can use above vocabulary correctly.







CODE [21] [3] [ ] [ ] [ ] [ ] (WS 67-72)

STUDENT NEED:
(What can't he do?)

Needs practice with animal names.
Using see and saw.

PRESCRIPTION: Student aide or teacher reads with student Brown Bear, Brown Bear, What Do You See? (by Bill Martin Jr., Holt, Rinehart and Winston). Student learns to say rhyme using patterns "What do you see" and "I see a_____ looking at me," using stick puppets.

Suggested structure:

(1) Aide: Brown Bear, Brown Bear, What do you see?
Student: I see a redbird looking at me.

(2) Aide: Brown Bear, Brown Bear, What did you see?
Student: I saw a redbird looking at me.

EQUIPMENT REQUIRED: Worksheet 67-72.

Stick puppets for Brown Bear, Redbird, Yellow Duck, Blue Horse, Grey Mouse, Green Frog, Purple Cat, Pink Elephant, White Dog, Black Sheep, Goldfish, Teacher. Puppets may be made by student if desired.

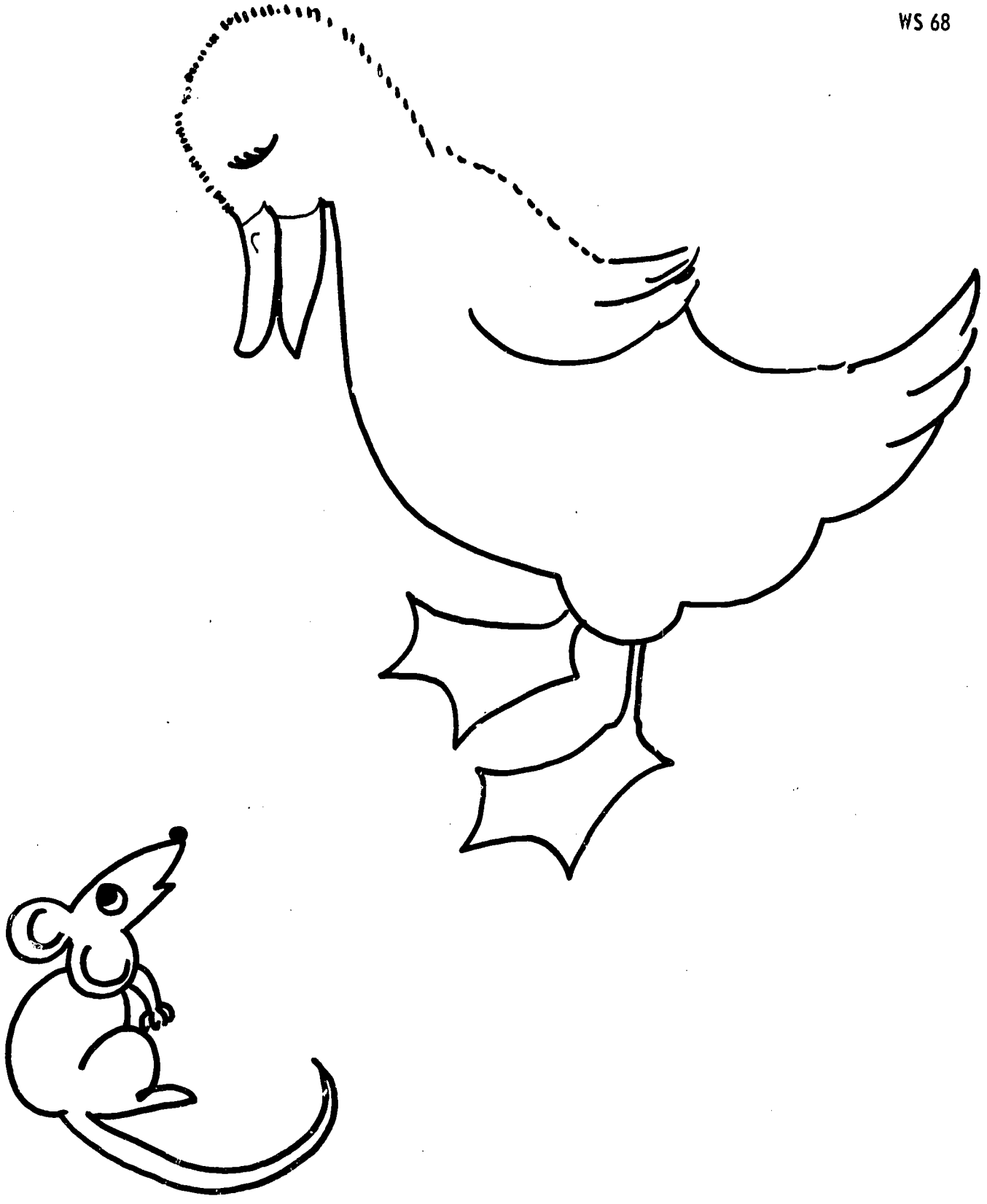
ACTIVITY TYPE: Individual ___x___ For 2 ___x___ For small group ___x___ For large group _____

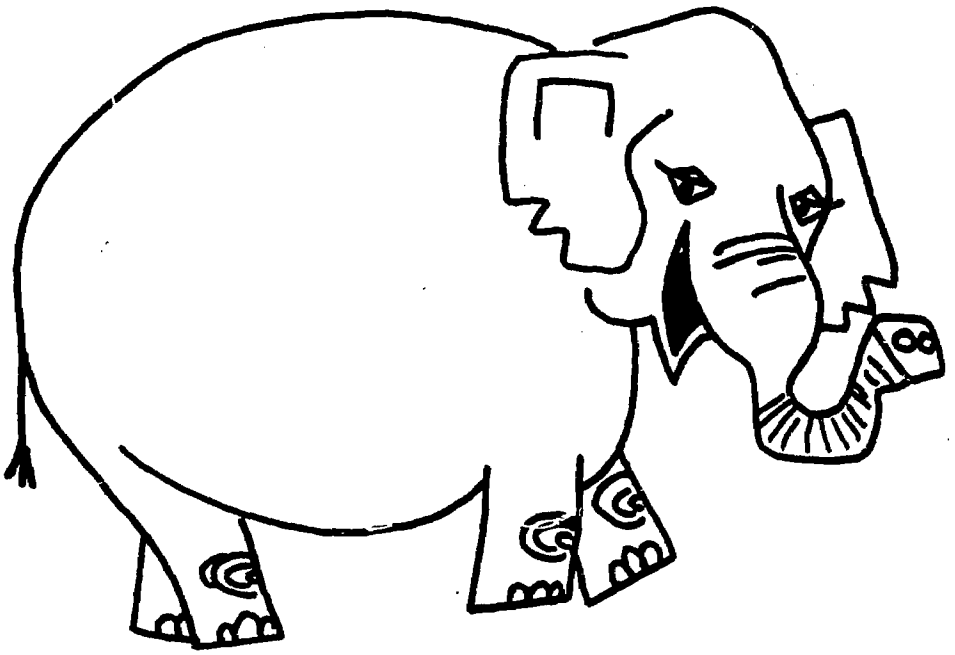
TIME RANGE: 10 to 20 (after puppets are made) minutes

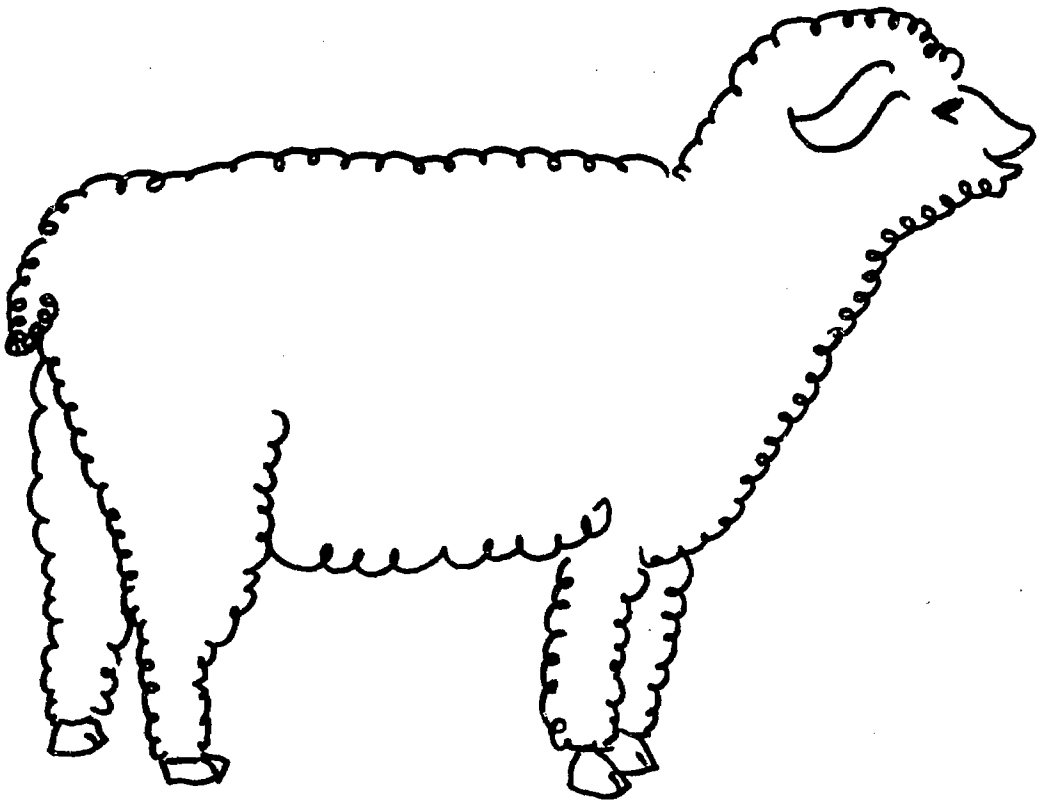
OPTIMUM EXPOSURE: 1 or 2 _____ 3 to 5 _____ Several spaced practices ___x___

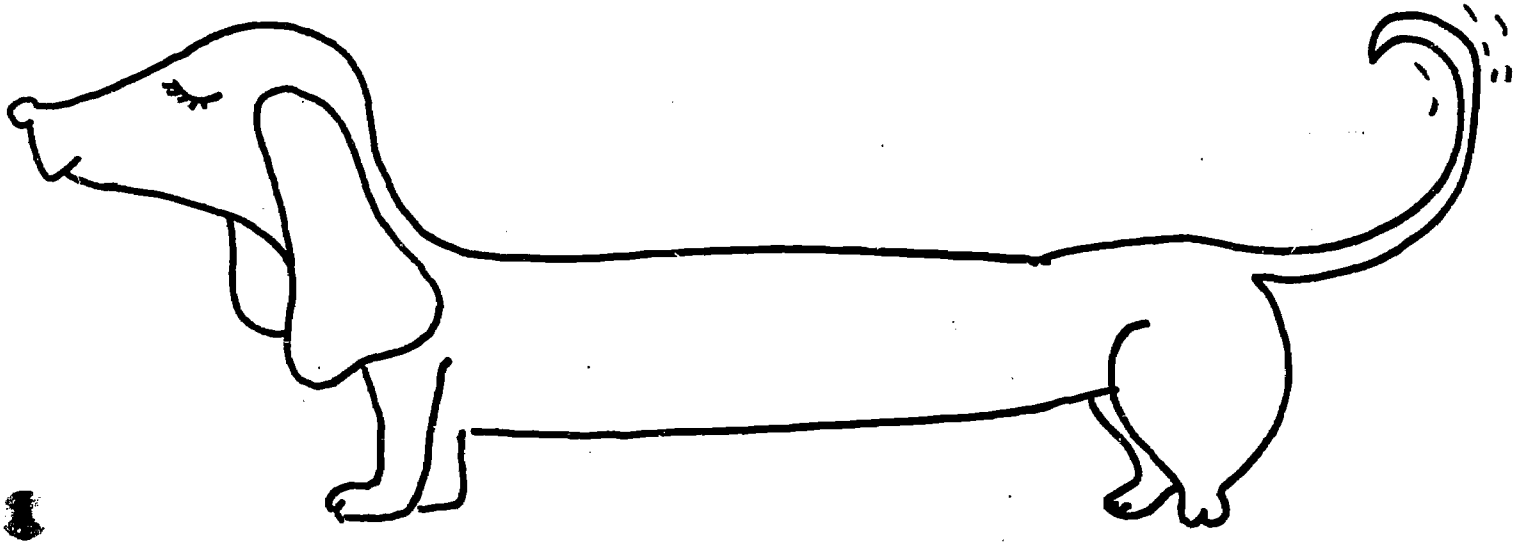
SUCCESS CRITERIA:

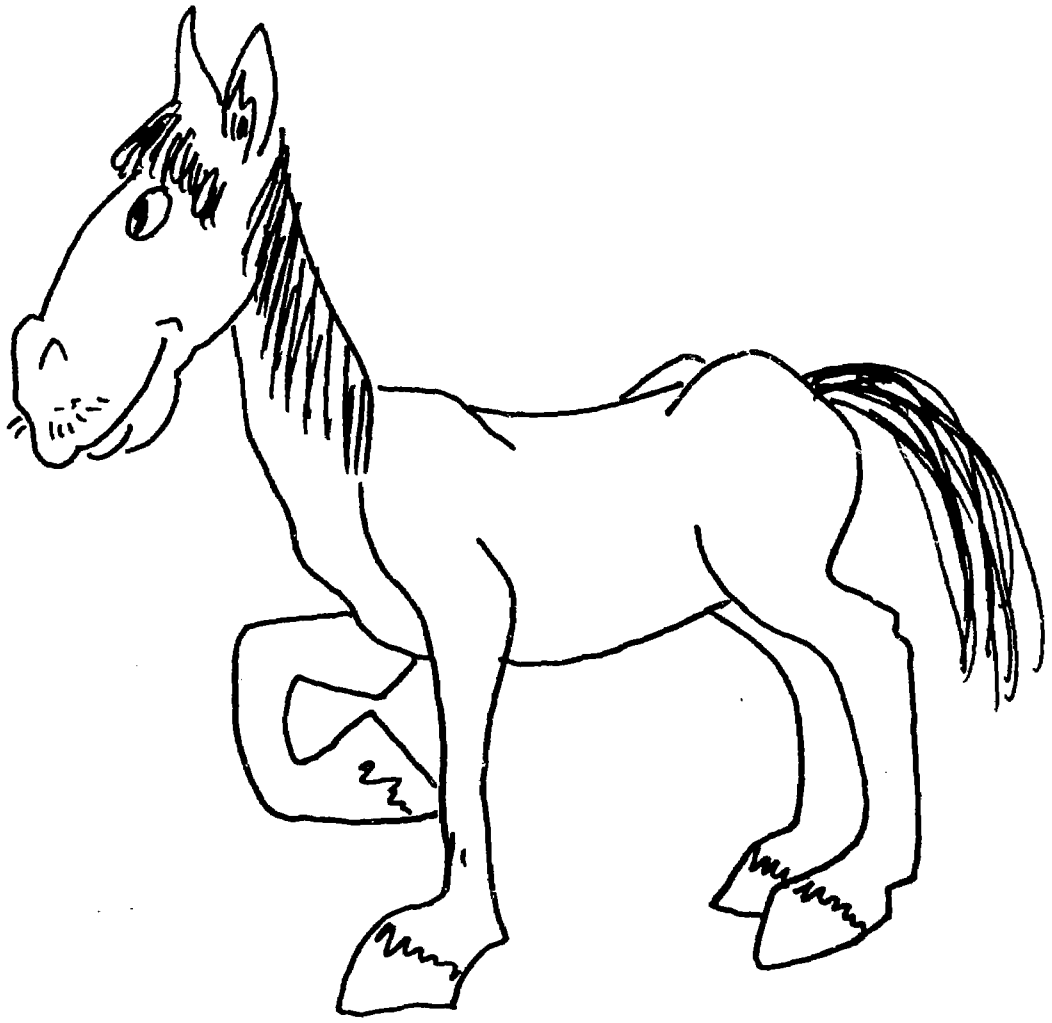
Student can use language patterns and animal words with comprehension and fluency.

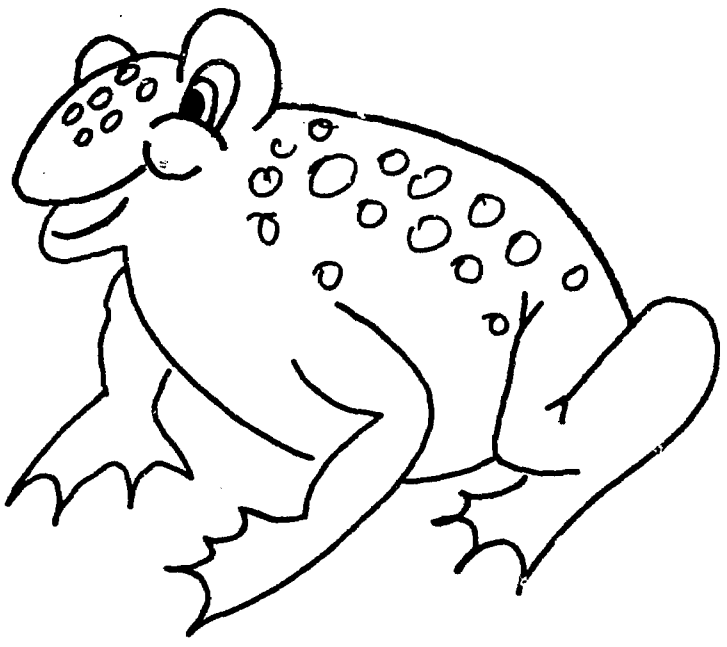












CODE 22 ☐☐☐☐☐ (WS 73, 74)

STUDENT NEED:
(What can't he do?)

Needs to practice known vocabulary.

PRESCRIPTION:

To play the first game, the aide is the caller. After that, have the winner take over as the caller.

Since the Bingo games were developed to re-enforce language learning, the caller should be instructed to use sentence structures, rather than single words, such as:

"Do you have a banana?" or "Who was a _____."

Each child that has a banana on his card should answer, "I do, I have a banana."

Directions for Bingo

Duplicate four copies of the desired Bingo. Use three copies to make ten different Bingo cards with six pictures on each. Use the fourth copy to make the individual calling cards. Color and mount the pictures on tagboard, laminate them if possible.

EQUIPMENT REQUIRED:

Work Sheets 73, 74

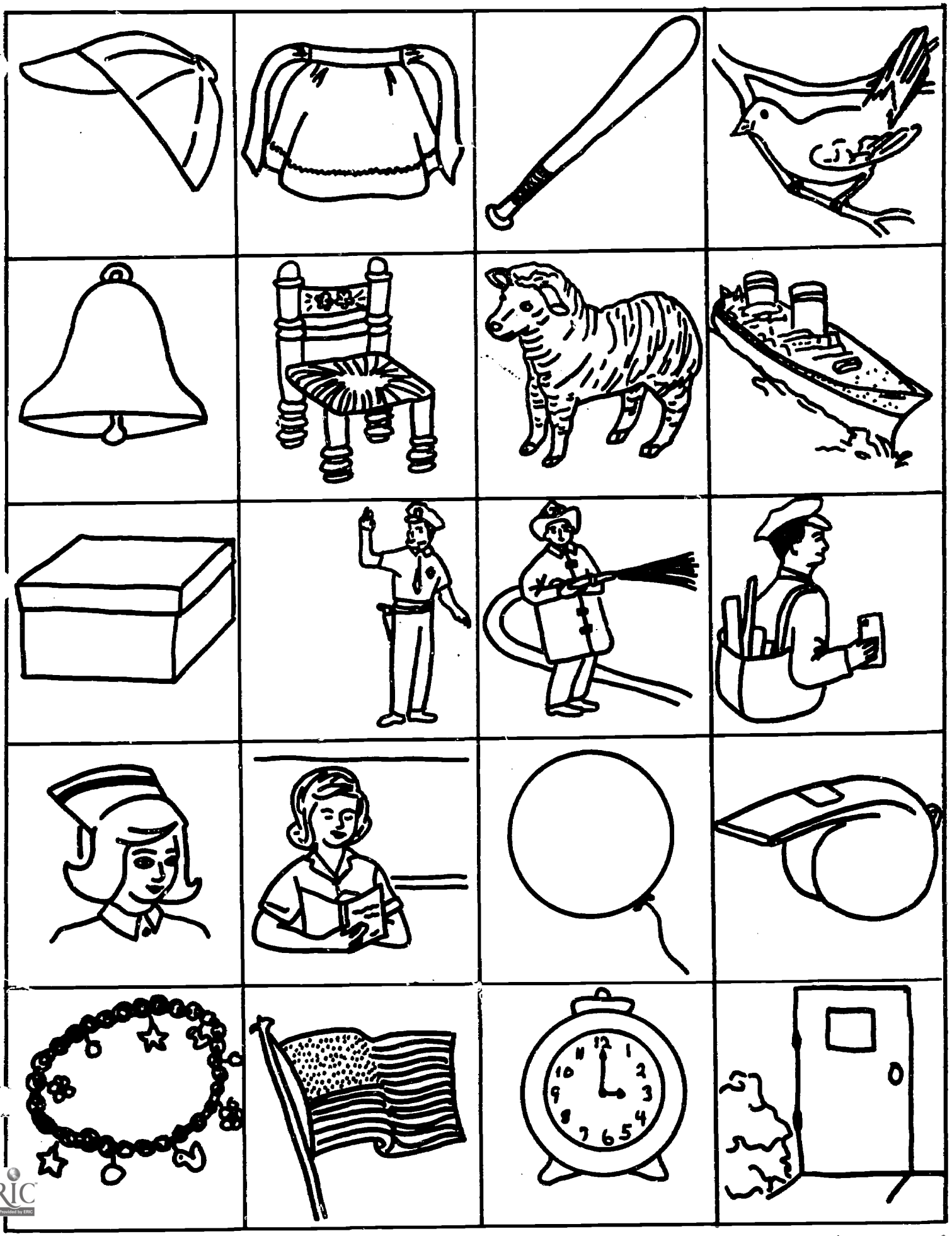
ACTIVITY TYPE: Individual _____ For 2 x For small group x For large group _____

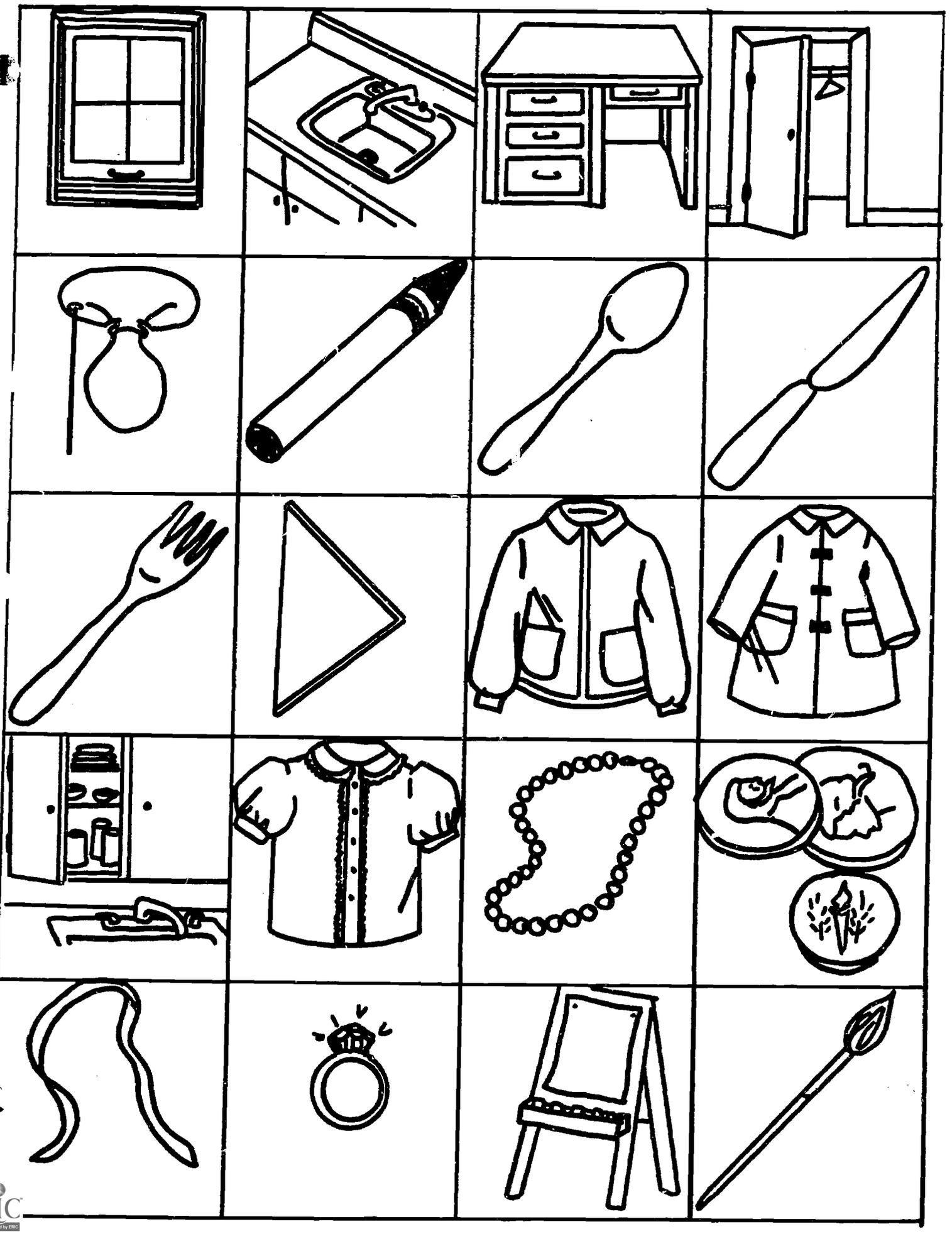
TIME RANGE: 10 to 20 minutes

OPTIMUM EXPOSURE: 1 or 2 _____ 3 to 5 x Several spaced practices x

SUCCESS CRITERIA:

Student gains fluency and comprehension.





CODE 22 ☐ ☐ ☐ ☐ ☐ (WS 76)

STUDENT NEED:
(What can't he do?)

Needs reinforcement in known vocabulary.

PRESCRIPTION:

Pictures may be cut apart, colored if desired.
Student works with student aide to review vocabulary.

Suggested structure:

Game using 2 or more E.S.L. children: Put all pictures face down. In turn, each child turns over a picture. If he can name it, he keeps the picture. If he cannot name it correctly, it goes back face down. Winner has the most pictures at the end of the game.

EQUIPMENT REQUIRED:

Work sheet 76, scissors, crayons optional.
Teacher may mount pictures for a permanent game.

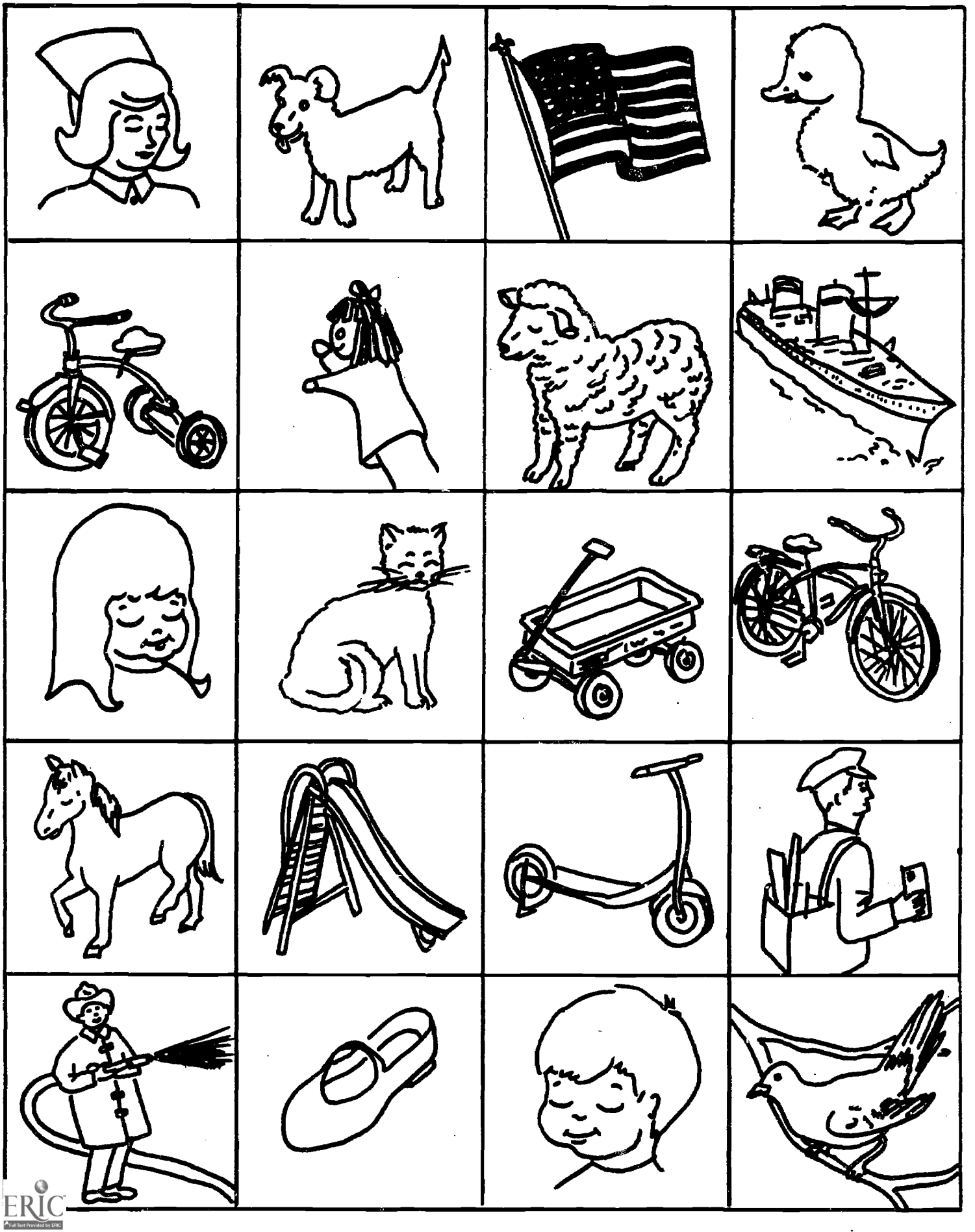
ACTIVITY TYPE: Individual x For 2 x For small group x For large group ____

TIME RANGE: 10 to 20 minutes

OPTIMUM EXPOSURE: 1 or 2 x 3 to 5 x Several spaced practices x

SUCCESS CRITERIA:

Student can successfully name all pictures.



CODE 22 ☐☐☐☐☐ WS 77,78

STUDENT NEED:
(What can't he do?)

Needs to review and classify known vocabulary.

PRESCRIPTION:

Student works with student aide to review vocabulary on WS 78 He cuts the pictures apart, and classifies by pasting on correct section of WS 77.

Suggested structure:

Aide: What has wheels?
Student: The _____has (number) wheels.

Aide: Which are animals?
Student: The _____is an animal.

Aide: Which are people?
Student: The_____ is a person.

EQUIPMENT REQUIRED:

Work sheets, 77 and 78 Scissors, paste, crayons (optional).

ACTIVITY TYPE: Individual X For 2 X For small group X For large group _____

TIME RANGE: 10 to 20 minutes

OPTIMUM EXPOSURE: 1 or 2 X 3 to 5 _____ Several spaced practices X

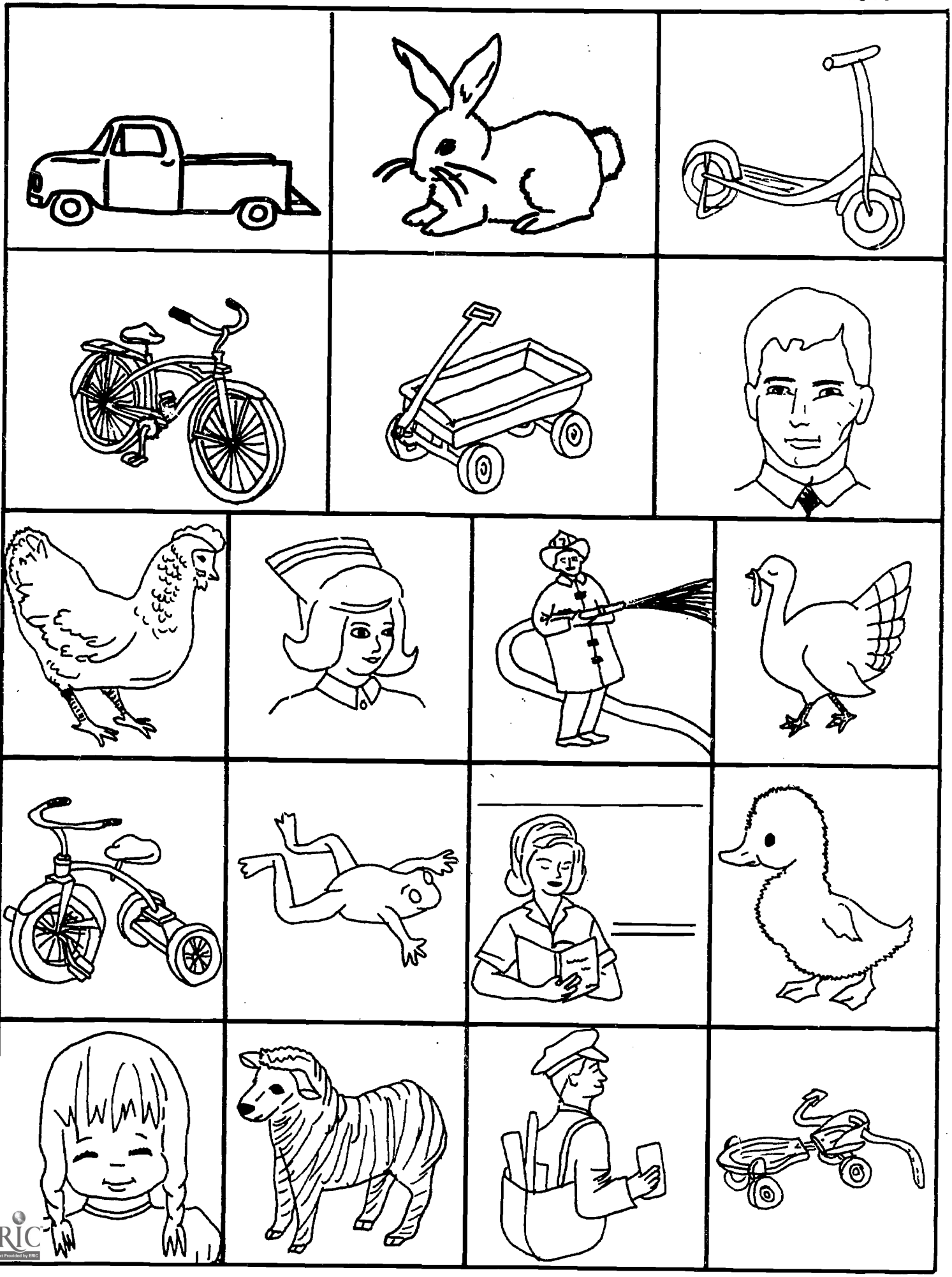
SUCCESS CRITERIA:

Student can name and classify objects on vocabulary sheet.

Things that have wheels:

Animals:

People:



CODE 22 ☐☐☐☐☐ (WS 79)

STUDENT NEED:
(What can't he do?)

Student needs conversation skills.

PRESCRIPTION:

Student colors and cuts out finger puppets.

He uses the puppets with another E.S.L. child or student aide in free conversation.

EQUIPMENT REQUIRED:

Worksheet 79, crayons, scissors, glue.

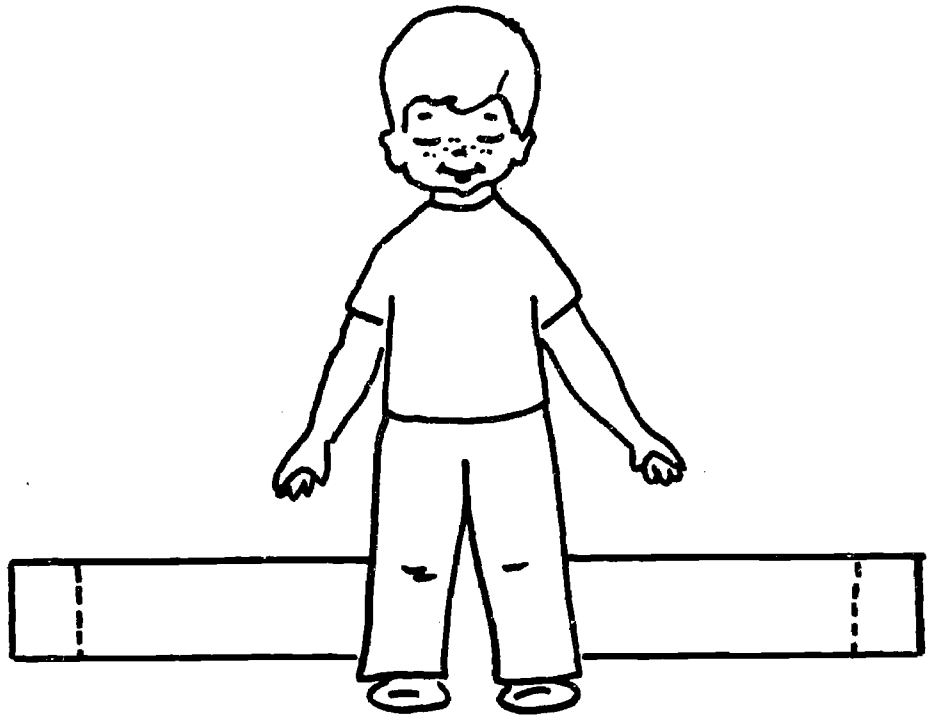
ACTIVITY TYPE: Individual x For 2 x For small group x For large group _____

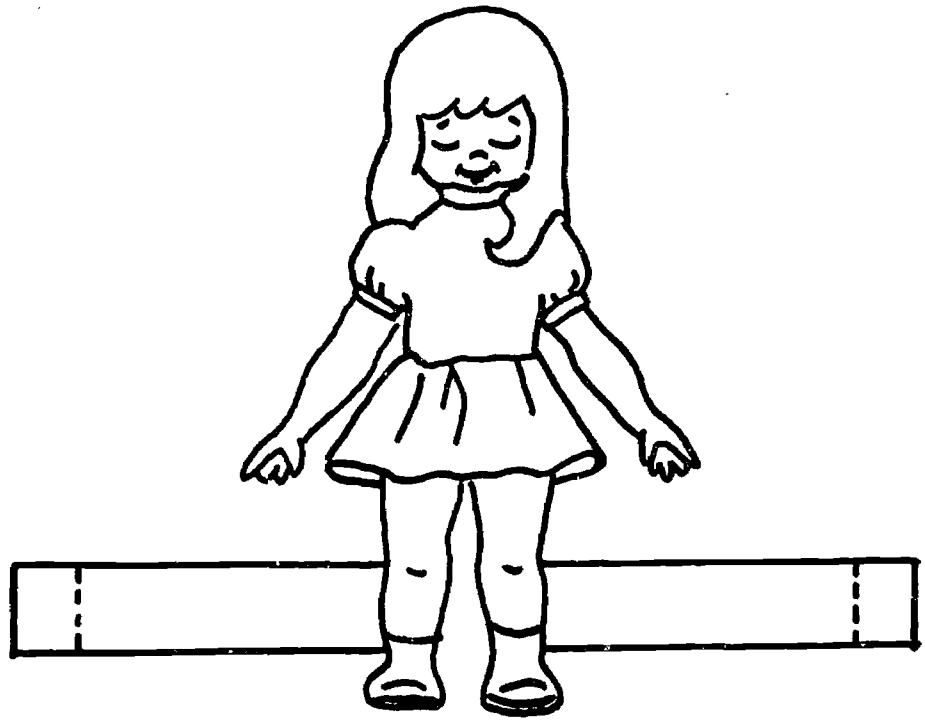
TIME RANGE: 3 to 5 minutes

OPTIMUM EXPOSURE: 1 or 2 _____ 3 to 5 _____ Several spaced practices x

SUCCESS CRITERIA:

Student's ability to carry on a conversation is improved.





Cut out finger puppets, fold tabs on dotted line and glue to the back of each leg, forming a circle. To make puppet "walk", slip index and middle fingers through circles and move fingers alternately.

CODE 22 ☐☐☐☐☐ (WS 80)

STUDENT NEED:
(What can't he do?)

Needs practice on given vocabulary

PRESCRIPTION:

Review words being studied.

Have child select or draw a picture card, and say the word. Teacher repeats word for reinforcement. The child places the card in the first circle, if he says the word correctly; repeat procedure until he has completed the trip around the moon and back to earth. He can proceed until he makes an error. The pictures are taken down and the next child tries to complete the space trip.

EQUIPMENT REQUIRED: Worksheet 80
Chart representing space trip (See following page for pattern)
Picture cards from picture file.
"Stick-Tak" for easy placement and removal of cards.

ACTIVITY TYPE: Individual ____ For 2 x For small group x For large group ____

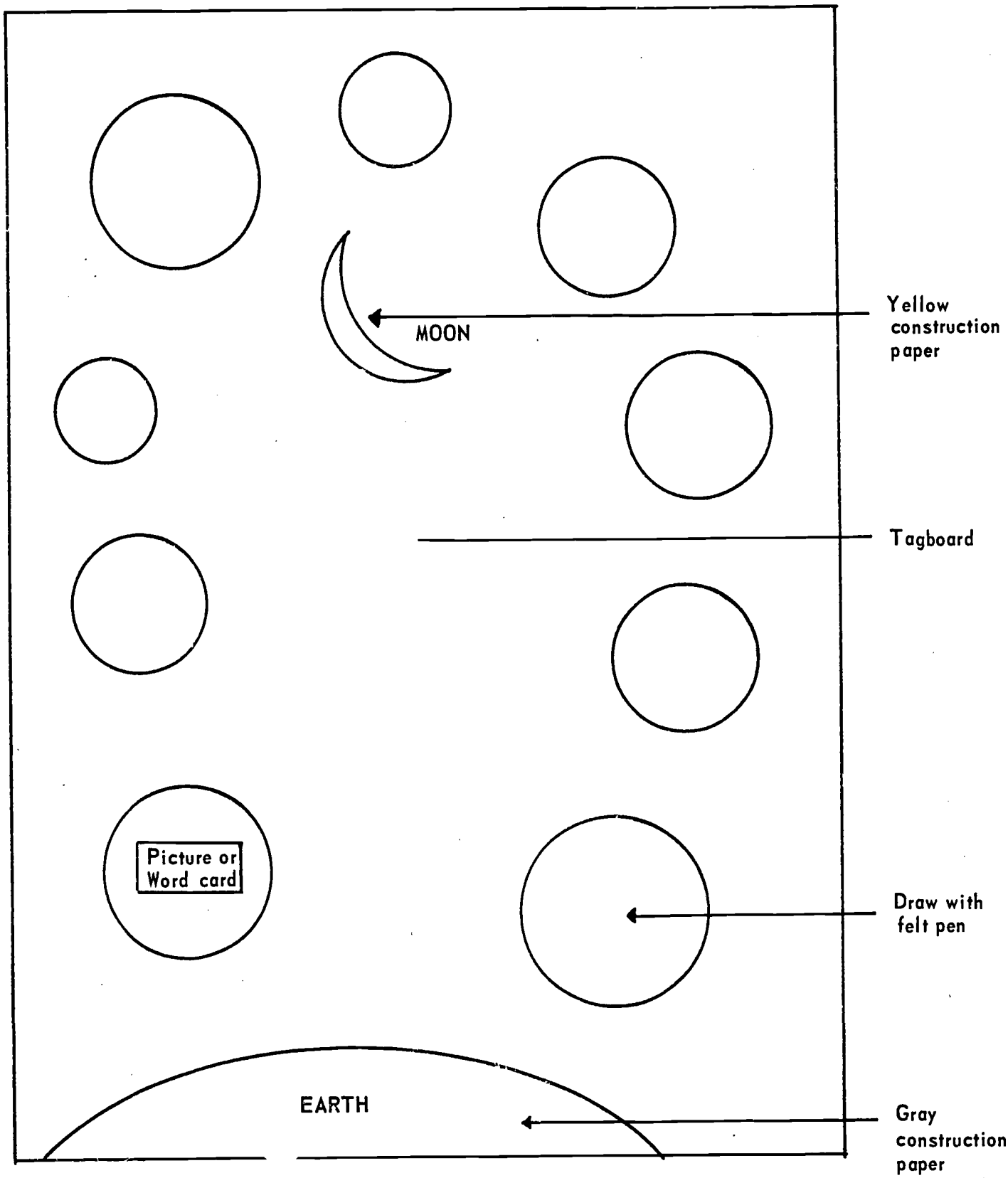
TIME RANGE: 15 to 25 minutes

OPTIMUM EXPOSURE: 1 or 2 ____ 3 to 5 ____ Several spaced practices x

SUCCESS CRITERIA:

Child is able to give English word for all the pictures being studied.

SPEECH SPACE TRIP, ALL PLACEMENTS, ANY SOUND



CODE 22 ☐☐☐☐☐ (WS 81,82)

STUDENT NEED:
(What can't he do?)

Needs to understand the formation of compound words.

PRESCRIPTION:

The student is shown pictorially how the compounding of two words (both nouns in these cases) result in a new word of altered meaning. More advanced student may want to guess the compound word having been shown just the two simple words.

Compound Word Game:

Cut each picture out and separate the simple words from the compound word pictures. The student then finds the two simple words that go together to make up each compound word.

EQUIPMENT REQUIRED:

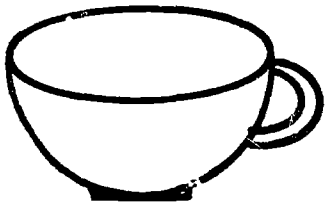
Worksheet, 81, 82, cut, mounted and laminated if desired.

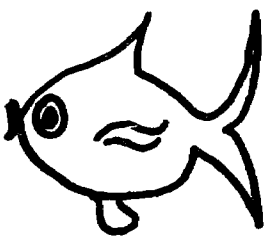
ACTIVITY TYPE: Individual ___x___ For 2 ___x___ For small group ___x___ For large group _____

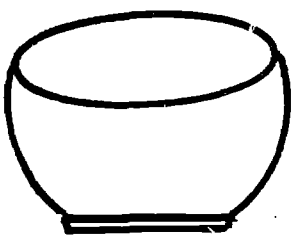
TIME RANGE: _____ 10 to 20 _____ minutes

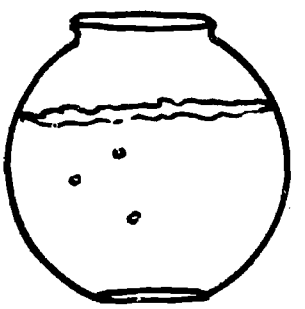
OPTIMUM EXPOSURE: 1 or 2 ___x___ 3 to 5 _____ Several spaced practices ___x___

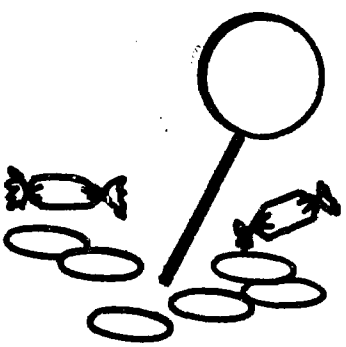
SUCCESS CRITERIA: Student can identify and name compound words.

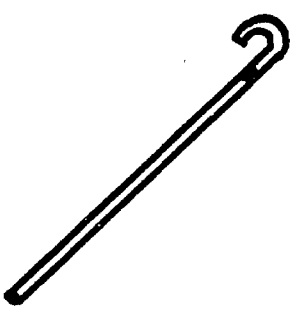


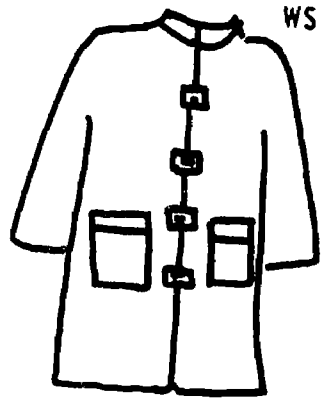


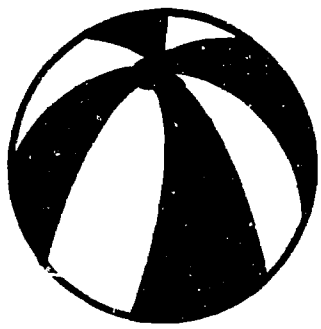


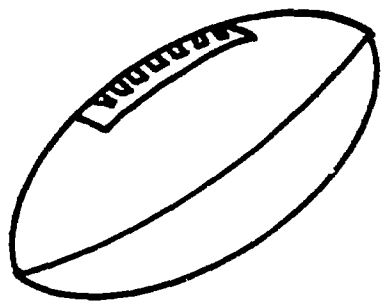


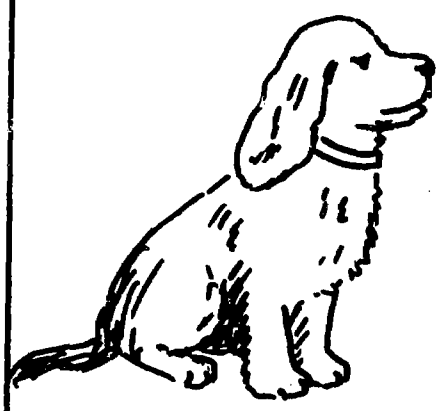


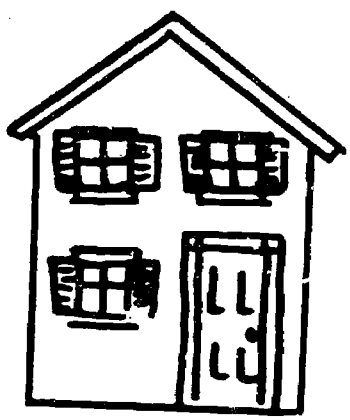


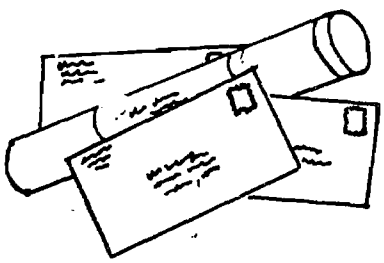


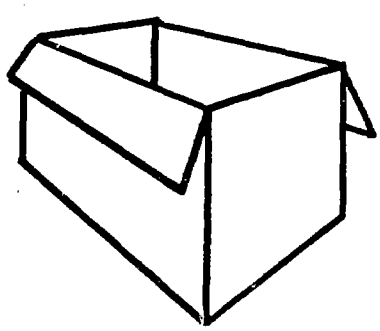


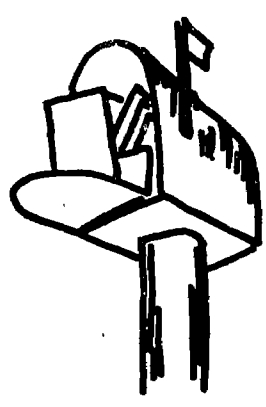












CODE 23 or 12 1 4 ☐ (WS 83,84)

STUDENT NEED:
(What can't he do?)

Does not hear "r" and/or "s" in all positions in a word.

PRESCRIPTION:

Call attention to teacher's name tag, discuss shamrocks and Saint Patrick's Day. Ask children to listen carefully, teacher repeats her own name several times. Asks if her name has the sound being studied. Asks each child what his name is. Teacher repeats name several times and picks up his shamrock and pins it on the child. Asks the class if the sound being studied is in the name. Teacher repeats each name and asks if it contains the sound being worked on and asks where the sound is -- beginning, middle, or end.

EQUIPMENT REQUIRED:

Worksheets 83, 84
Large shamrock for teacher's name tag. Smaller shamrocks for children's names.
Ditto sheets on following pages.

ACTIVITY TYPE: Individual _____ For 2 _____ For small group x For large group _____

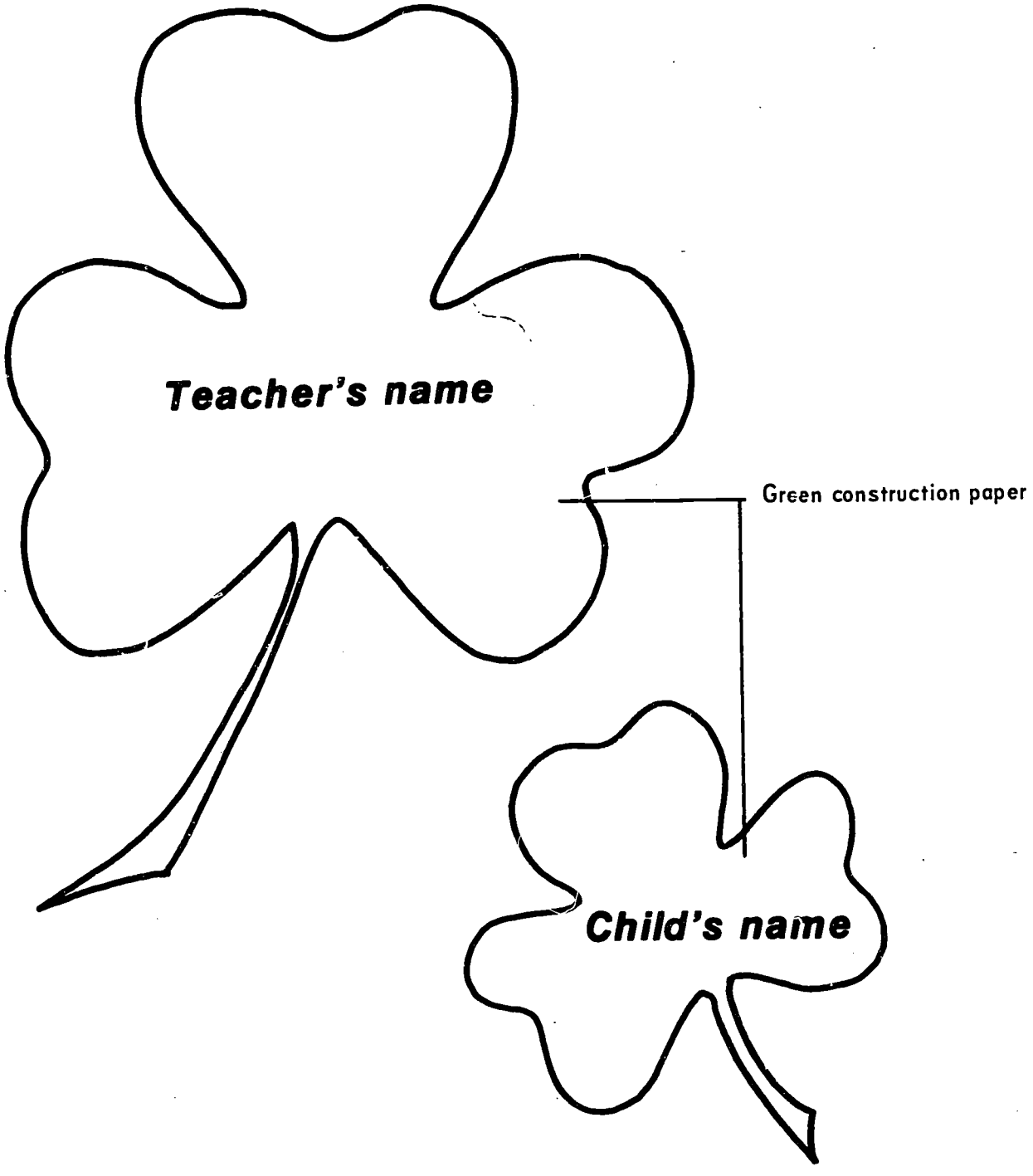
TIME RANGE: 15 to 25 minutes

OPTIMUM EXPOSURE: 1 or 2 _____ 3 to 5 _____ Several spaced practices x

SUCCESS CRITERIA:

Teacher reads series of four names, one of which will contain the sound being worked on. The child is able to identify the name which has the sound being studied. Student can hear "s" and "r" in teacher's name and name of classmates.

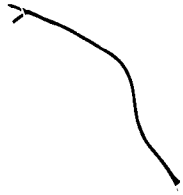
NAME TAG ACTIVITY – ST. PATRICK'S DAY



NAME TAG ACTIVITY-ST. PATRICK'S DAY

NAMES

With S	With R	Both S and R	Neither
Joyce	Richard	Sarah	John
Phyllis	Carla	Serena	Ann
Steven	Gary	Sabre	Linda
Susan	Ray	Lester	Mathew
Nancy	Greg	Dolores	Angela
Louise	Carmen	Kristin	Diane
Lisa	Mark	Chris	Adam
Sally	Fred	Russell	Melvin
Elizabeth	Jennifer	Rose	Joe
Suzanne	Margaret	Francis	Patty
Dennis	Roger	Sandra	Jay
Sam	Carl	Cheryl	Kim
Douglas	Carol	Esther	Dee Ann
James	Marilyn	Alexander	Amy
Josine	Peter	Bruce	Joan
Betsy	Worth	Stuart	Phillip
Lillis	Frank	Rosalind	Edith
Scott	Laura	Roxy	Bill
Stanley	Valerie		Mike
	Robert		Jane
	Larry		Timmy
	Trudy		Dana
			Natalie
			Paula



CODE 14 2 ☐ ☐ ☐ ☐ (WS 85, 86, 87, 88, 89)

STUDENT NEED:
(What can't he do?)

Identify furniture or rooms of house. Needs practice on vocabulary items dealing with rooms and furniture.

PRESCRIPTION:

Teacher asks children if they would like to take a walk through a magic house. "What rooms do you think we will see in this house? What rooms are in your house?

As children name the rooms the teacher holds up the picture.

One child has one of the pictures pinned on his back. He goes to the center of the room and turns around slowly so that all the children will know which picture is pinned on his back. He stands in front of one child and says, "Am I in the living room?" The child answering will say, "yes, you are in the living room," If the picture is of another room the child will answer, "No, you are not in the living room." The child continues to try to identify the room by asking about his picture. He is allowed 3 questions in trying to identify his room.

EQUIPMENT REQUIRED:

Picture of living room, dining room, kitchen, bedroom and bathroom. Mount each on a 9 x 12 piece of tagboard.

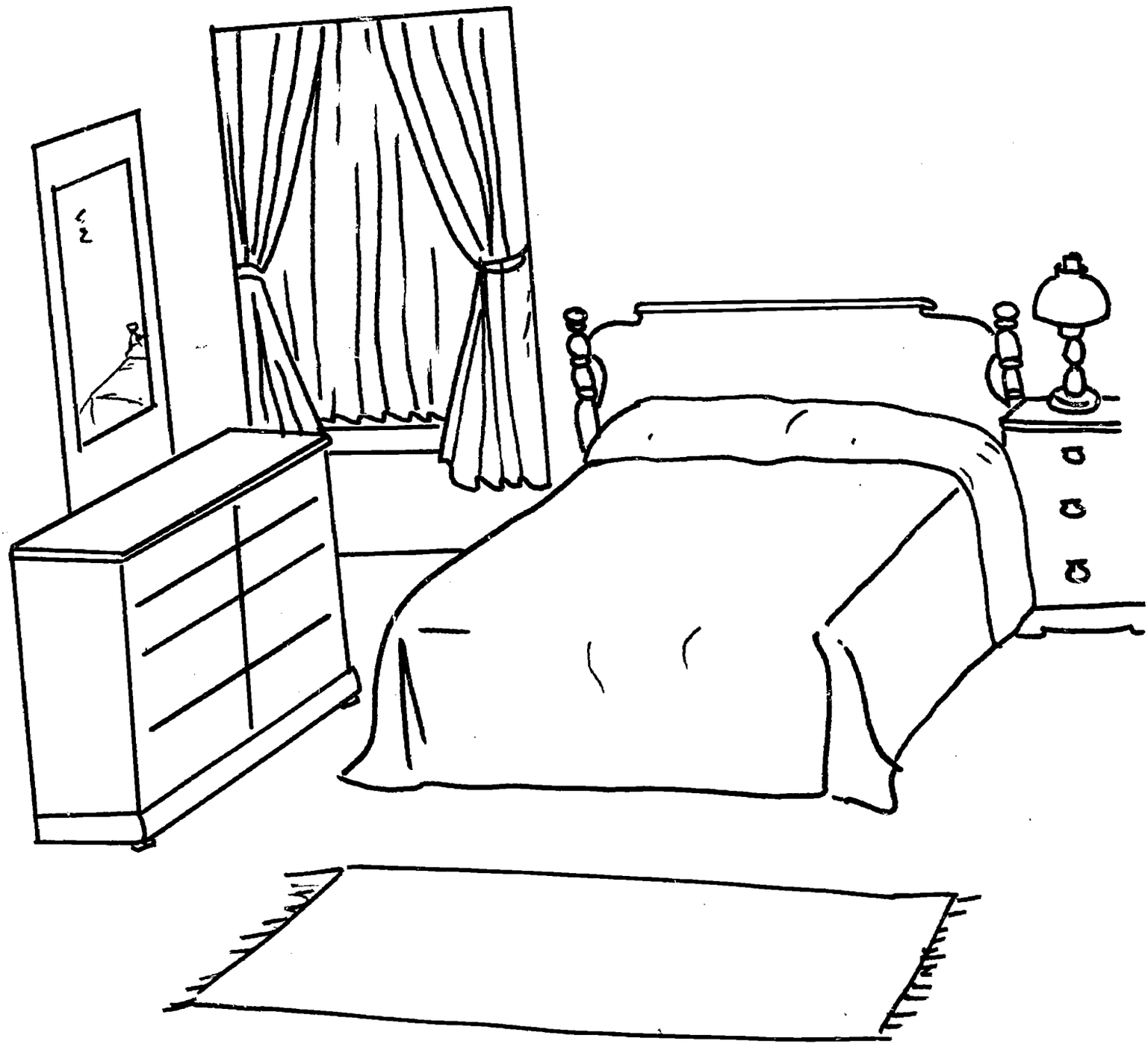
ACTIVITY TYPE: Individual x For 2 x For small group x For large group _____

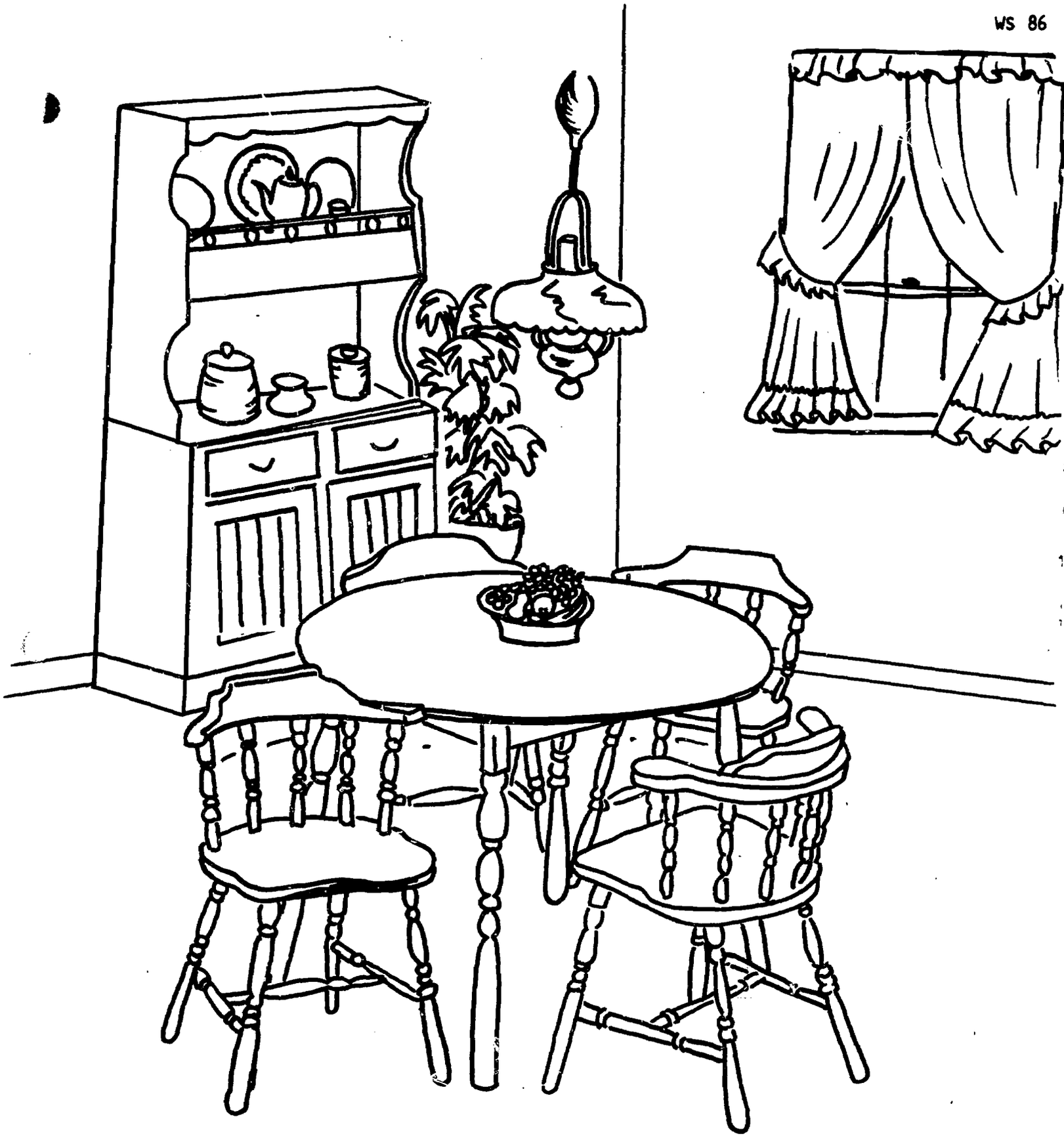
TIME RANGE: 10 to 20 minutes

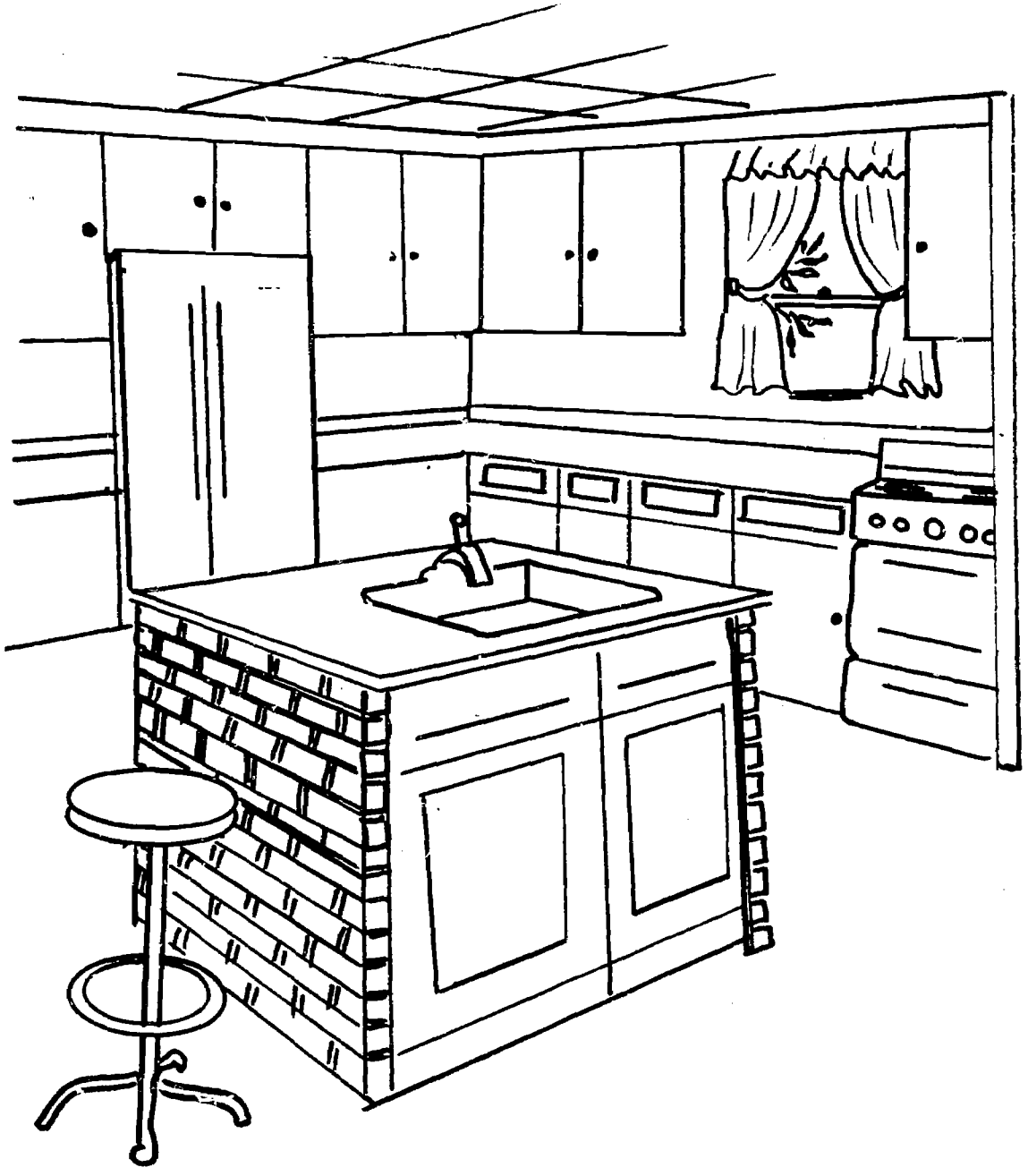
OPTIMUM EXPOSURE: 1 or 2 _____ 3 to 5 _____ Several spaced practices x

SUCCESS CRITERIA:

Student gains fluency in using names of rooms.







CODE [18] [ ] [ ] [ ] [ ] [ ]

WS97, 98, 99, 100, 101

STUDENT NEED:
(What can't he do?)

Needs help with location words: over, under, to, into, through, against, inside (in), outside (out), upon, beside, behind, along, around, with, without, toward, up, across.

PRESCRIPTION:

Cut pictures apart of WS 97, 98, 99, 100, 101. Student works with aide to learn location words. When he has learned all location words, he puts the pictures in sequence and tells the story.

EQUIPMENT REQUIRED:

WS 97, 98, 99, 100, 101

ACTIVITY TYPE: Individual _X_ For 2 _X_ For small group _X_ For large group_____

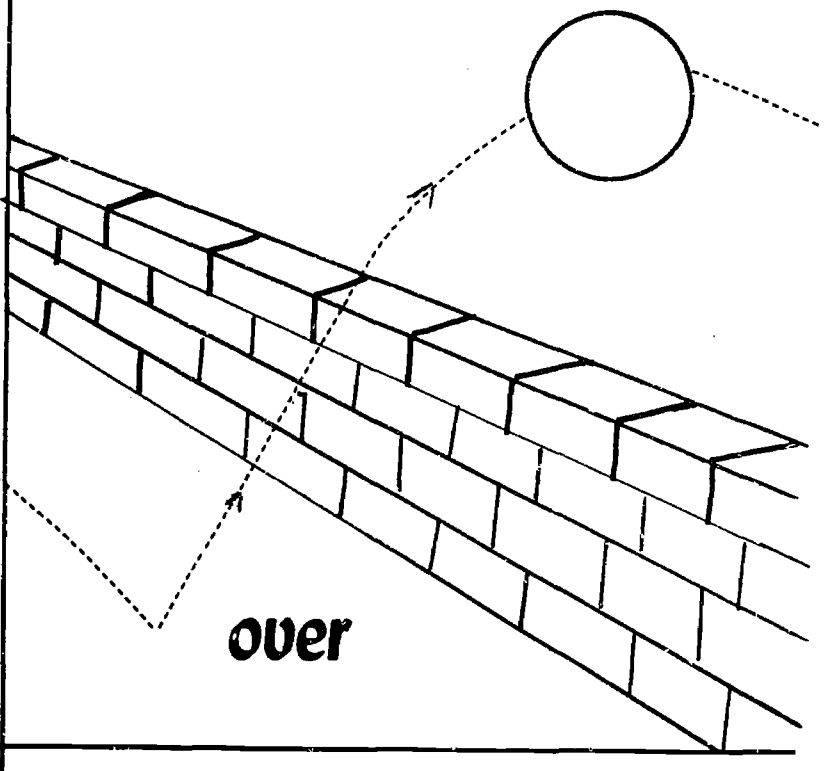
TIME RANGE: 10 to 20 minutes

OPTIMUM EXPOSURE: 1 or 2 _X_ 3 to 5 _____ Several spaced practices _X_

SUCCESS CRITERIA:

Student can tell the story in sequence using location words correctly.

Follow the



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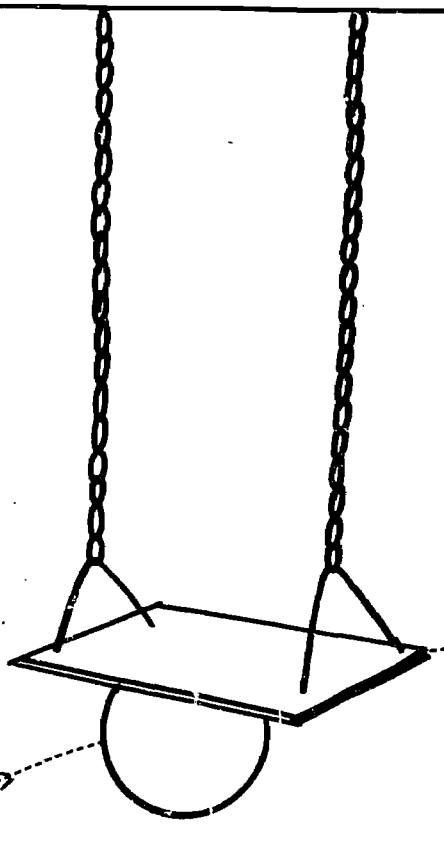

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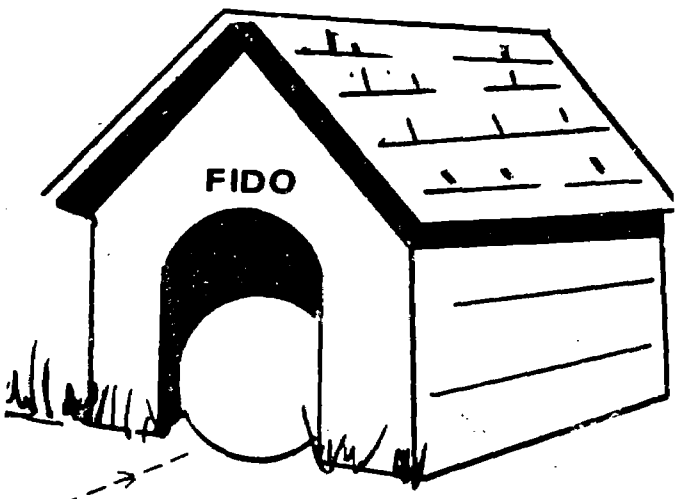

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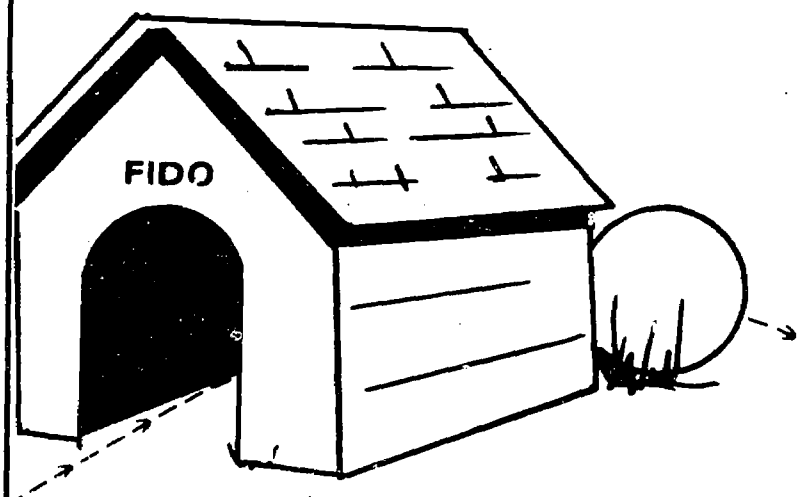

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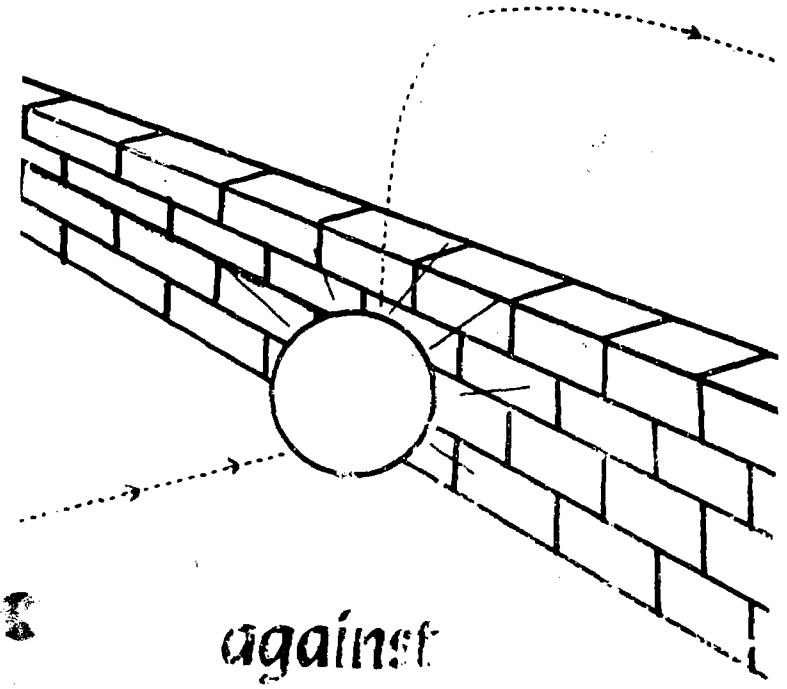

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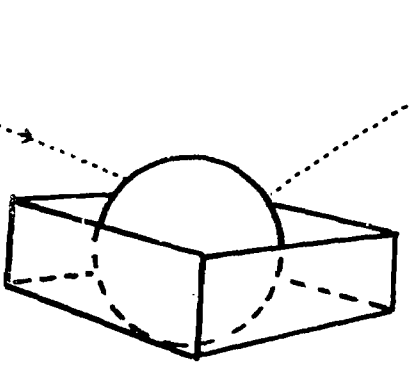

inside

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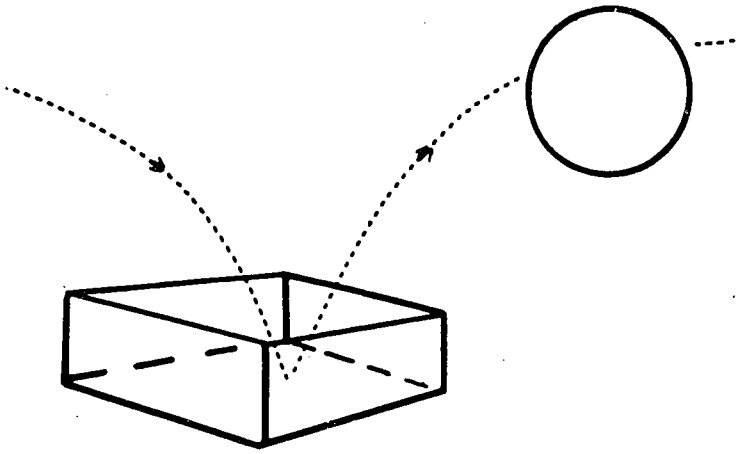

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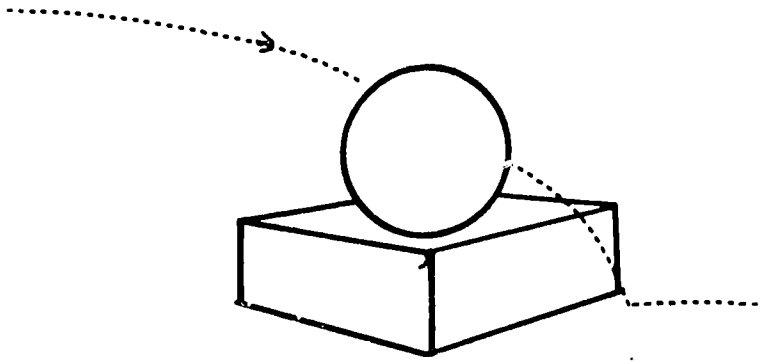

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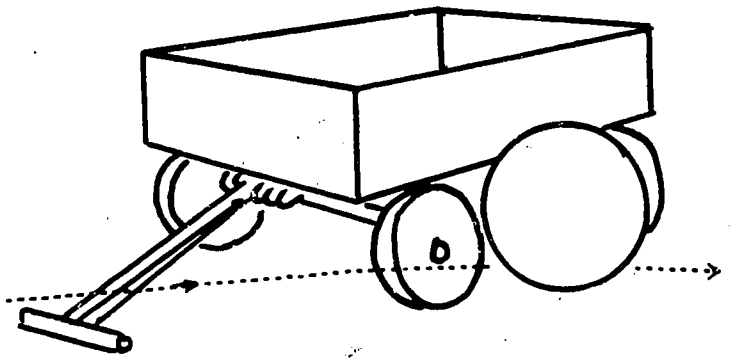

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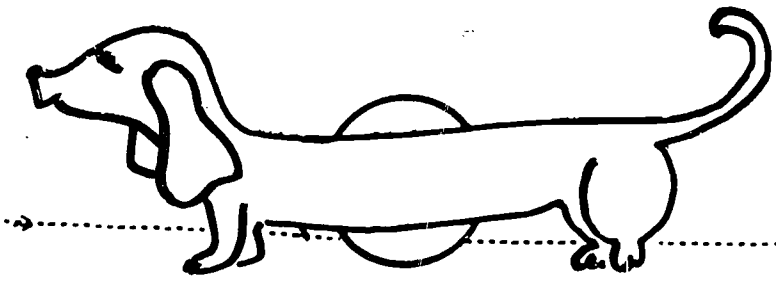

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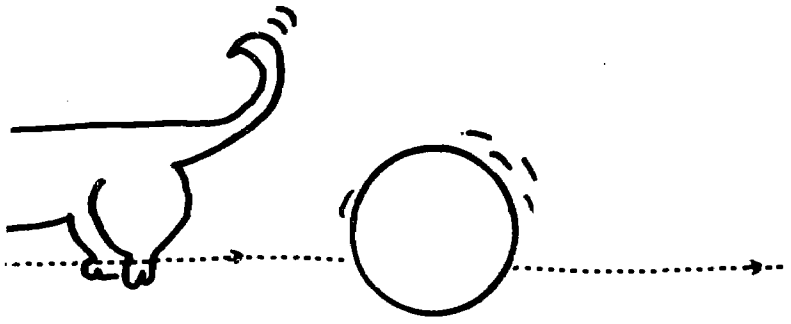

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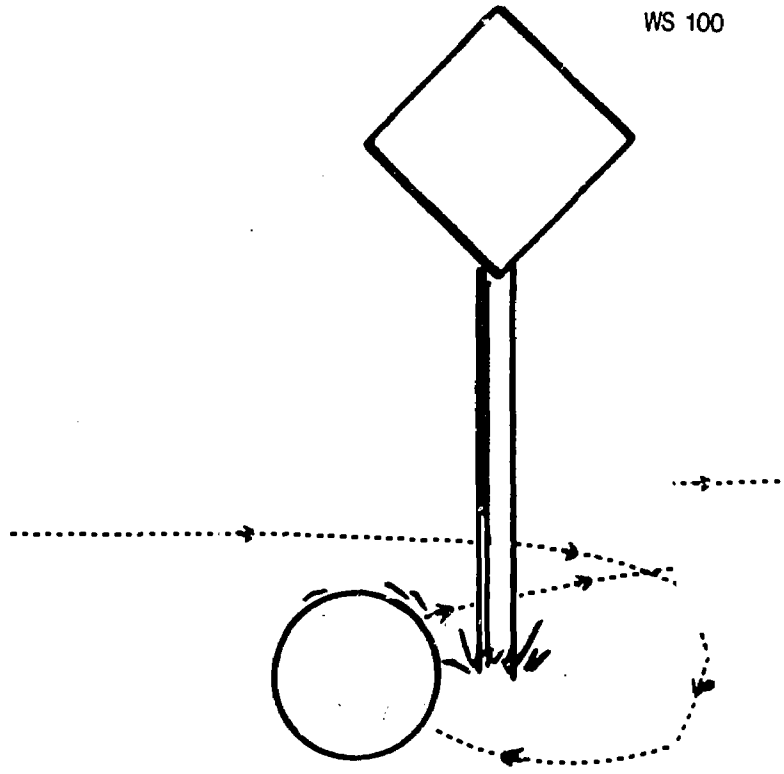

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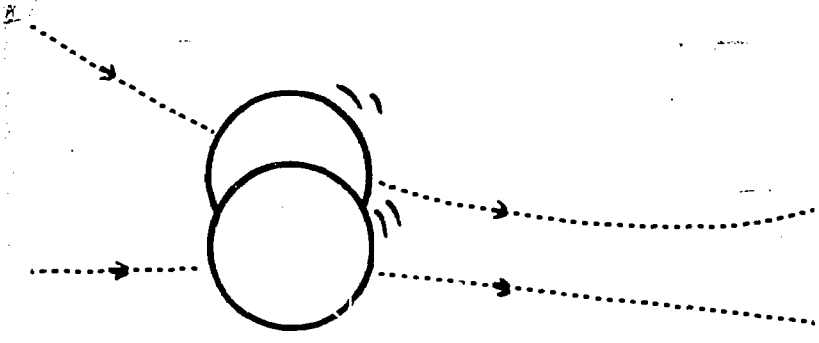

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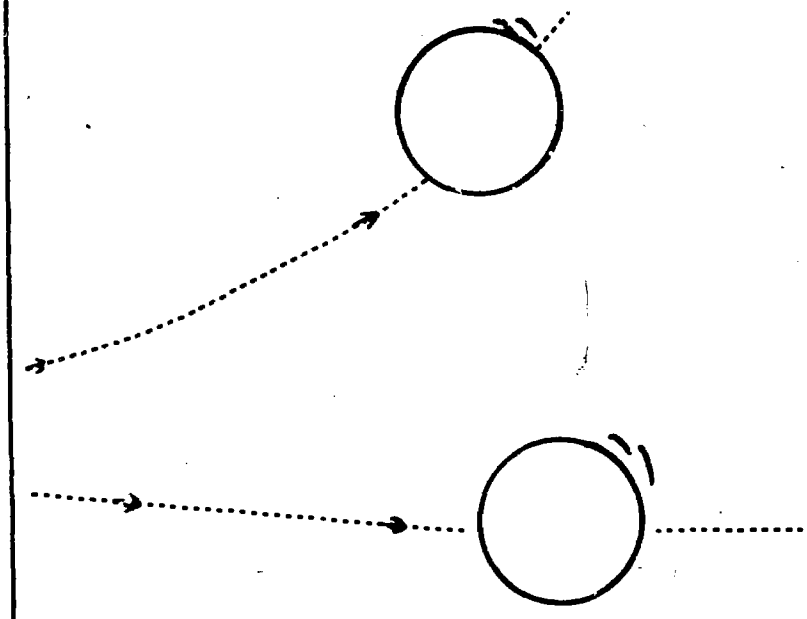

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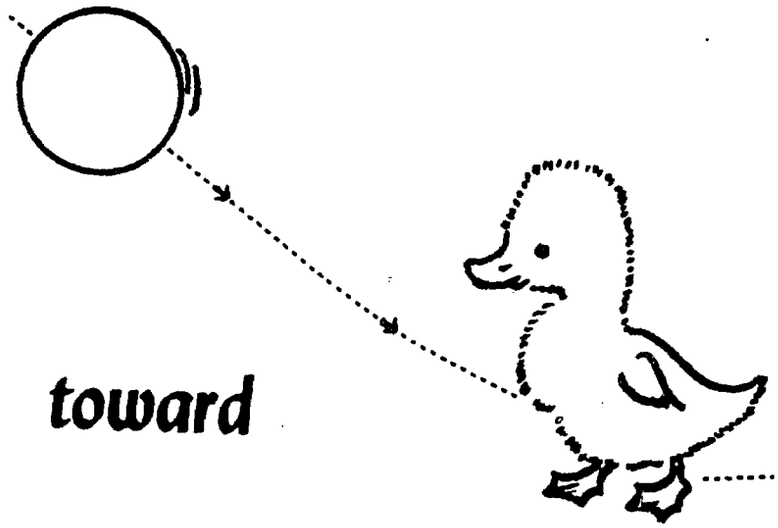

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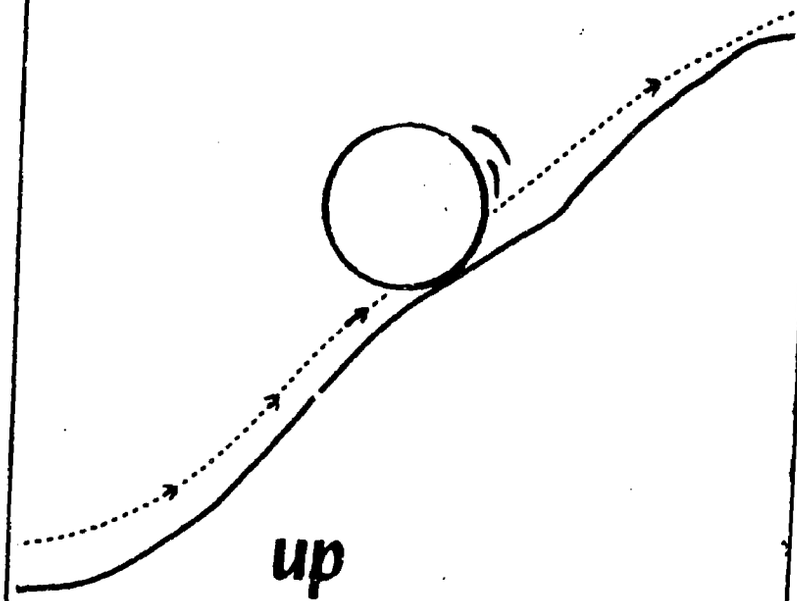

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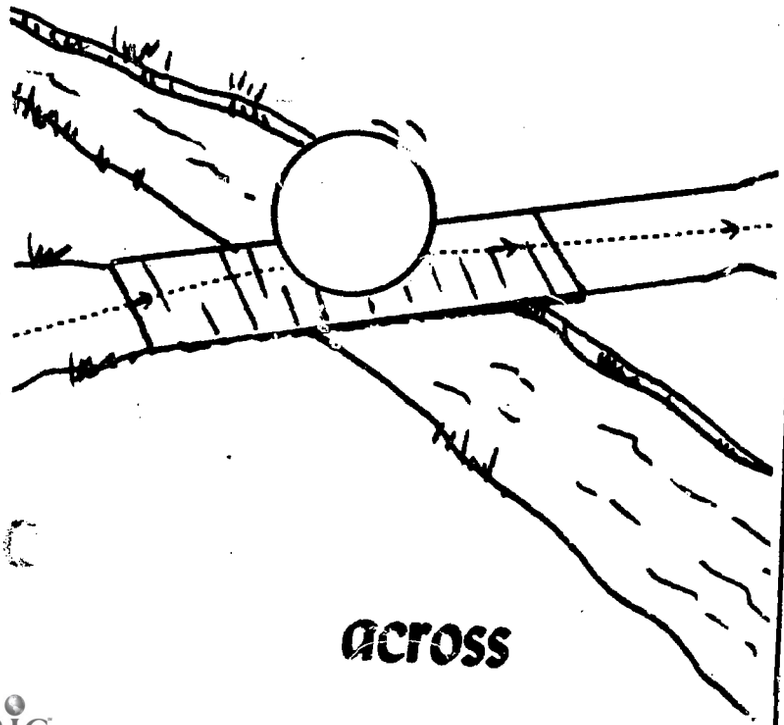

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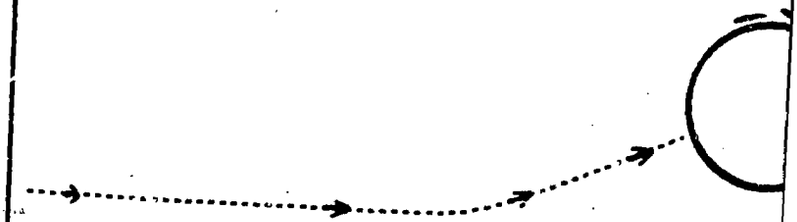

and away

CODE [12] [1] [4] [ ] [ ] [2]

WS102, WS103

STUDENT NEED:
(What can't he do?)

Needs Halloween words: (orange) pumpkin, (big/little) jack-o-lantern, (big/little) ghost, (ugly) witch, (witch's) broom, (big/little) cat, (big/little) owl, (old black) kettle, (old) dead tree, haunted house, (yellow) moon, trick-or-treat bag, (big funny/little) mask.
Advanced students may use adjectives in parentheses.

PRESCRIPTION:

Student works with student aide to learn vocabulary. He may then use cards to play game.

1. Concentration: All cards are laid face down on table. Student tries to turn over two matching cards. If unsuccessful, they are returned to their places face down. Winner has greatest number of pairs.

2. Do You Have? All cards are dealt out to players. Each, in turn, may ask any player for a card to complete his pair.

3. Please Give Me: Each player in turn takes a card from a draw pile. If he turns up the mate of a card in front of another player, he may ask for it.

EQUIPMENT REQUIRED:

WS 102, 103 colored (if desired) cut apar mounted, laminated (if desired)

ACTIVITY TYPE: Individual _____ For 2 X For small group X For large group_____

TIME RANGE: 15 to 25 minutes

OPTIMUM EXPOSURE: 1 or 2 _____ 3 to 5 _____ Several spaced practices X

SUCCESS CRITERIA:

Student can use above vocabulary to play game successfully.

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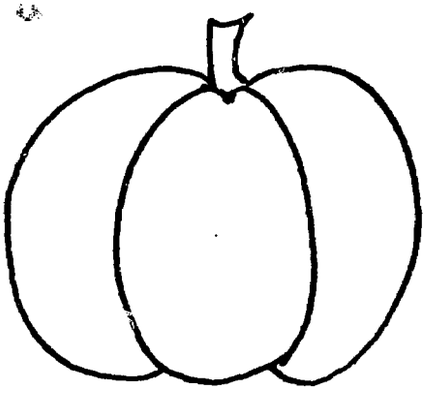

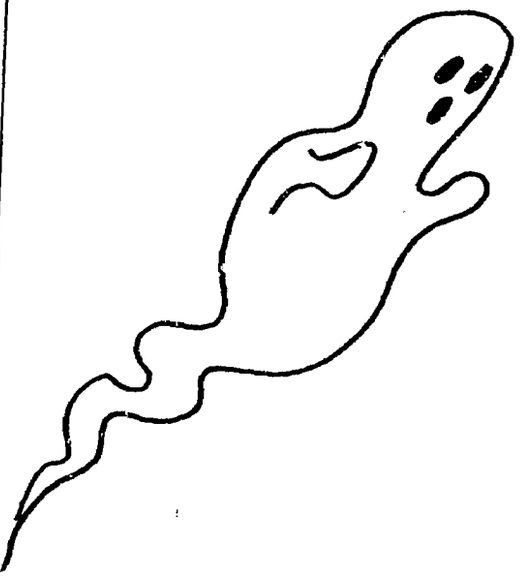

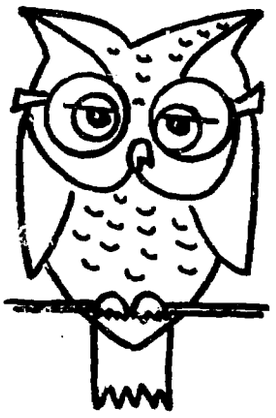

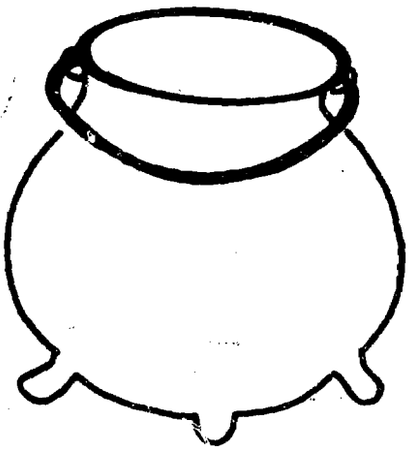

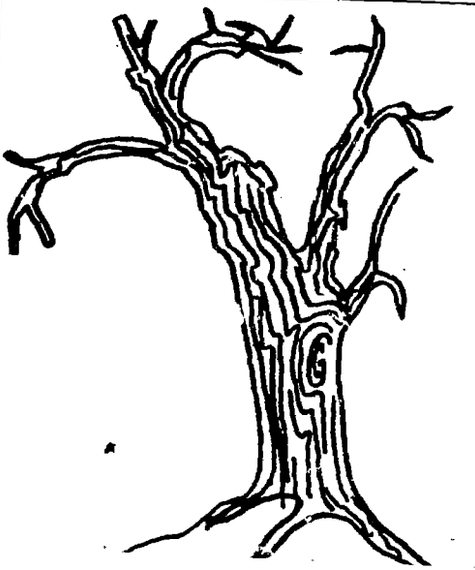

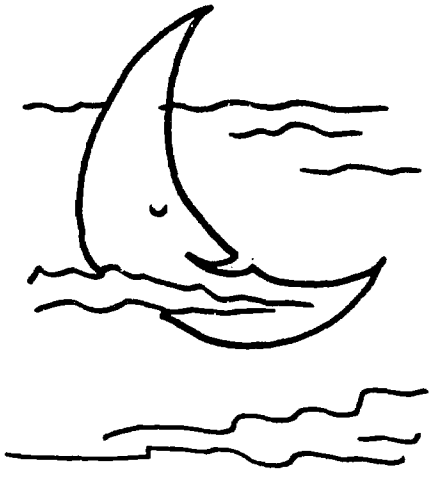

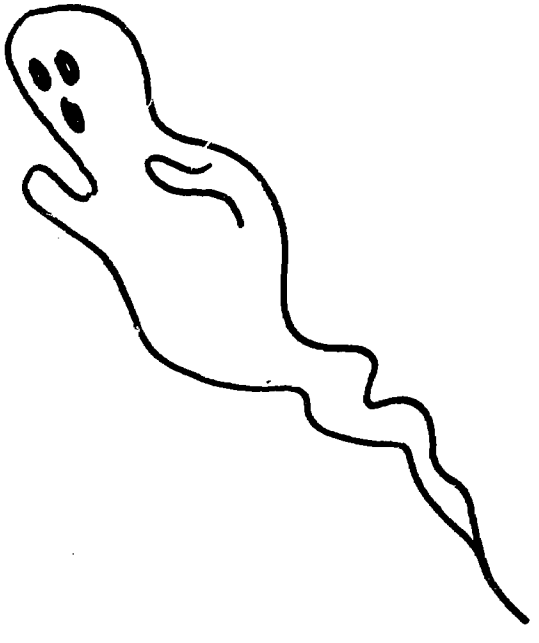

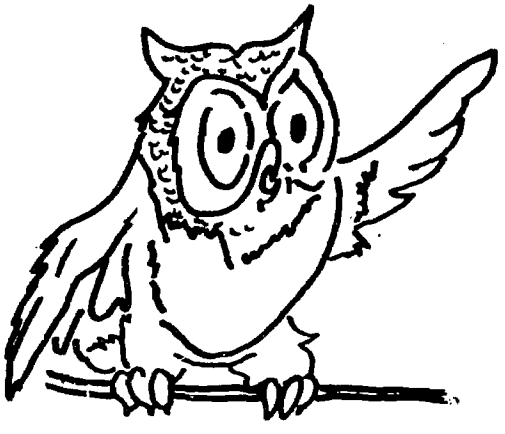

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CODE [12] [1] [4] [ ] [ ] [3]

WS109, 110

STUDENT NEED:
(What can't he do?)

Needs Christmas vocabulary: Santa, sleigh, reindeer, present, candle, bell, star, ornament, Christmas tree, holly, stocking, candy cane.

PRESCRIPTION:

Student works with aide to learn vocabulary. He may then play with one or more players.

Kindergarten or Primary: Put cards in draw pile. Each player in turn picks up a card, identifies it, and places it face up in front of him. If he picks up the second of each pair he may ask for the first one.

Middle Grades: Use with Concentration rules.

Upper Grades: Deal out all cards. Student must try to guess who has the card he needs to make a pair and may ask for it when it is his turn.

EQUIPMENT REQUIRED:

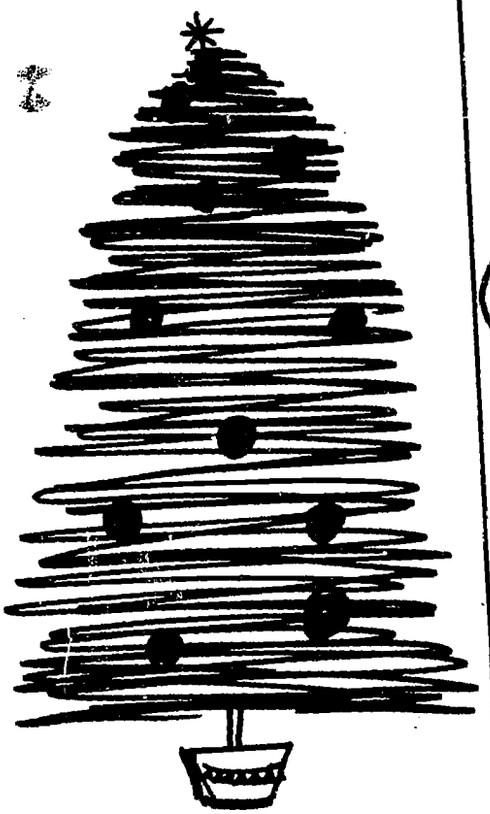
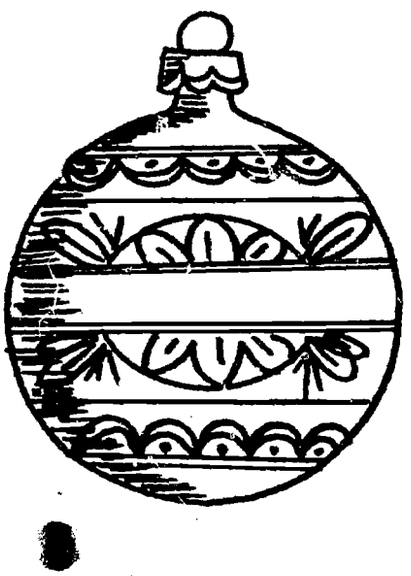
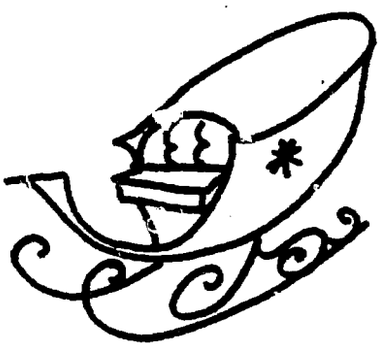
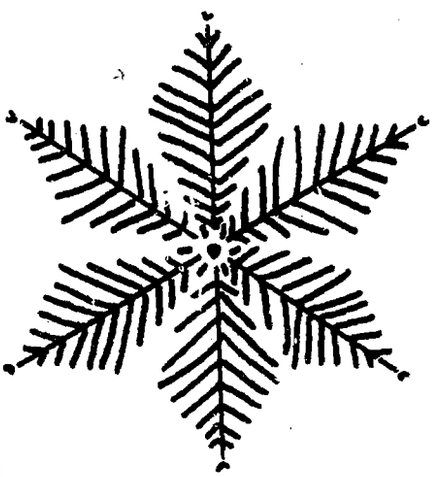
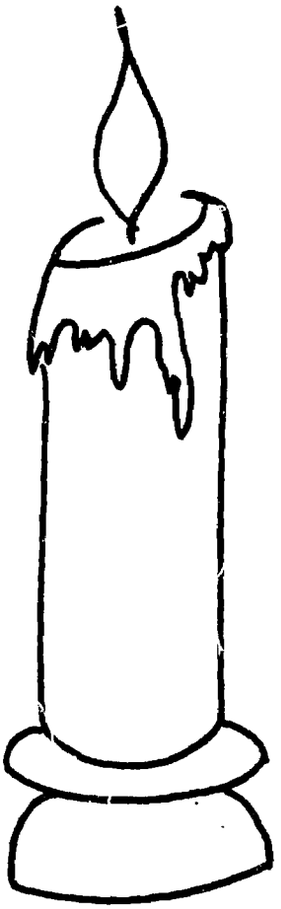
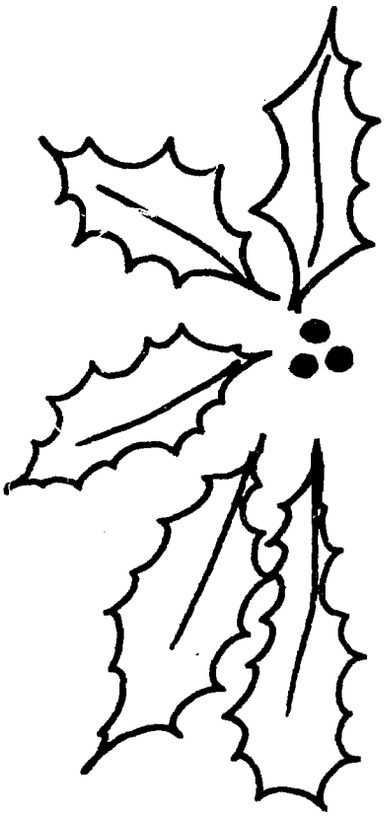
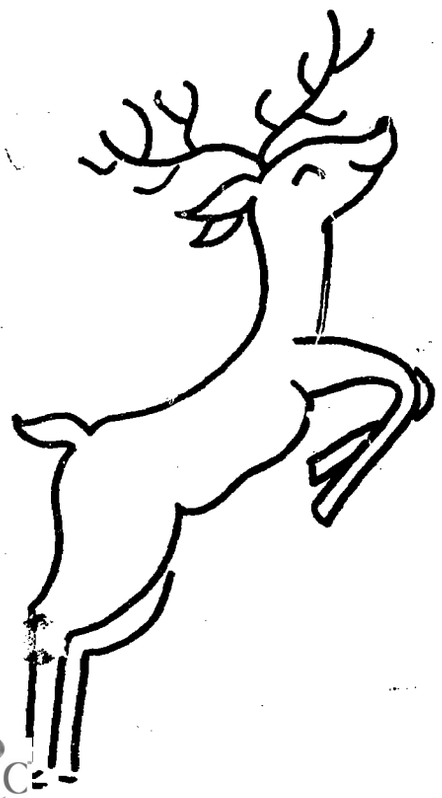
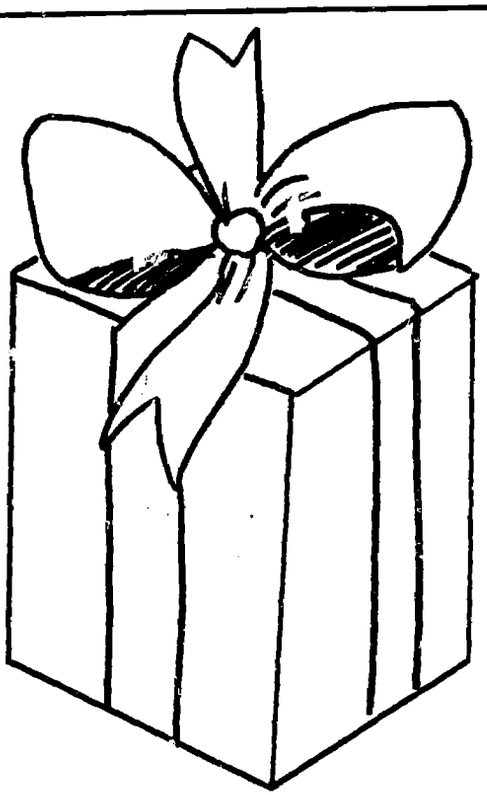
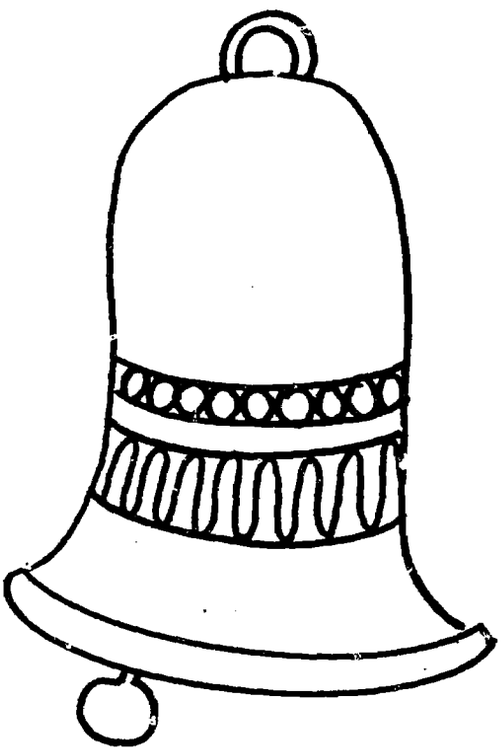
Two each of WS 109, WS110, cut apart, colored, mounted and laminated.

ACTIVITY TYPE: Individual X For 2 X For small group X For large group_____

TIME RANGE: 10 to 20 minutes

OPTIMUM EXPOSURE: 1 or 2 _____ 3 to 5 _____ Several spaced practices X

SUCCESS CRITERIA:

Student can use vocabulary words in game context.

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